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# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

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## *To Improve Our Commercial Course*

### *What Shall be Done with That Fourth Semester Which Has Been Salvaged from the Typewriting Course?*

*By Gertrude J. Hardt*

*Englewood High School, Chicago, Illinois*

NOW that Chicago commercial teachers are realizing their dream of covering the typewriting course in three semesters instead of four the question naturally arises, "What shall we do with this fourth semester that has been salvaged from the typewriting course?" Shall we give it to the English teacher for further drilling and training of commercial students, or does it rightfully belong to the advanced stenography teacher?

Everyone is agreed that the object in teaching shorthand and typewriting is to prepare students for stenographic work or, in other words, to make them vocationally proficient,

and in this the advanced stenography teacher plays a very important part. "Words a minute" has been the battle cry for the last two years in Chicago. Sometimes the emphasis placed on "words a minute" in shorthand or in typewriting tends to obscure what ought to be the dominant goal always before both teacher and student—the production of accurate transcripts in commercial volume. No business man ever thinks of "words a minute" when dictating.

In general, there is little correlation between typing speed and transcribing speed. The average student at the end of the fourth semester of shorthand and typewriting will

probably type from straight printed matter about 40 to 50 words a minute; but dictate the same matter to him and he will drop to a median transcription speed of less than 23 words a minute. Since transcribing ability is an important qualification for stenographic positions, the advanced stenography teacher must be interested in raising the level of transcribing ability until it approaches more nearly the level of typing ability. To accomplish this end, the advanced stenography teacher needs "that Fourth Semester."

### *The Transcription Problem*

Whatever else may be necessary in order to be a well-rounded, efficient stenographer, four definite kinds of skill are essential: (1) taking shorthand dictation; (2) reading shorthand notes; (3) typewriting; and (4) combining the acts of reading notes and writing on the typewriter, called "transcription."

Now transcription is a definite problem in itself, because it requires the combination of processes that the student has previously practiced separately. Shorthand is one problem; typewriting is another problem; and the act of combining the two so as to produce a transcript is quite another problem. Transcription will not teach itself any more than shorthand or typewriting will teach themselves, and it is the problem of the advanced stenography teacher to develop such speed in transcription that the student does not lag behind his copying speed in typewriting work.

Granting that the advanced stenography teacher should have "that Fourth Semester," school administrators may well ask, "How will it be utilized?"

### *A Program for Correlating Advanced Dictation with Office Practice and Secretarial Procedure*

I wish to propose the plan I am following at the Englewood High School, from which I have been getting some excellent reactions from my pupils.

In following up many of our four-year commercial graduates, I found that they secured positions in offices where the dictation is more or less technical, and so I felt justified in deviating from the beaten path of giving simple general dictation and exposing this all-four-year class to the terminology of various businesses, ranging from furniture to legal business.

The student makes an intensive study, from the secretarial point of view, of nineteen representative lines of American business:

(1) To become familiar with all the various accepted styles of letter arrangement.

(2) To broaden his vocabulary by a study of the distinctive terminology of the more important lines of business.

(3) To get real insight into the character and methods of the business under consideration.

(4) To get definite instruction and practice in selling his services when he finally applies for a "real" position.

### *Procedure*

The student is employed as a stenographer in various offices, and his work in each section is done under the direction of the teacher, who occupies some executive position in each office.

The first part of each daily shorthand period is devoted to repetition practice on the assigned work, the object being the acquisition of speed and accuracy in handling business correspondence. The remainder of the shorthand period is devoted to laying out the office training work for the day, the dictation of letters for transcript purposes, the revising of previous dictation, with discussions of such items as punctuation and spelling, the figuring of bills and filing of correspondence, and the other office training assignments that do not involve the use of the typewriter. My room is equipped with typewriter cabinet-desks so that we can switch from shorthand to typewriting or vice versa, as the problem at hand requires.

### *Homework*

For each day's homework assignment the class writes two letters in addition to ten terms in the list of technical terms which apply to the business which is being studied. The list of technical terms is required to be typed without definitions. Each term is followed by repetition practice on the shorthand outline. The definitions are discussed as the terms are encountered in the letters under consideration. For any outside material which the student can bring to class pertaining to the business which is under consideration, he receives extra credit. This makes the business seem more real.

Each letter assignment is written in shorthand, one from a longhand letter and the other from a shorthand letter. For the purpose of keeping shorthand constantly before the pupil and for the very necessary review in shorthand theory, I assign daily approximately thirty lines of shorthand plates. Each pupil reads about six lines of these plates from his own notes. He also reads back from his notes the letter he has copied from his longhand text.

### *Class Work*

After the pupils have read back from these two types of letters, the letters are dictated by the teacher at increased rates of speed. For

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# Commercial Courses and the College

By Esther R. Scott

University of North Dakota, Grand Forks, North Dakota

WHILE those in the commercial field know that progress has been made in gaining recognition for their subjects, yet we are far from the desired goal. Ours is a twofold task—that of training those who enter commerce and that of promoting a democratic attitude toward our field on the part of administrators and teachers. Our schools should be one of the best agencies for the promotion of democratic ideals. B. H. Bode in "Modern Educational Theories" states:

"It would be natural to suppose that the American people would seek to enrich and perpetuate the concept of democracy through its public educational agencies. But, as a matter of fact, we have done so only in a random and thoroughly inadequate fashion. Tradition has been too strong. Our educational theories and practices were borrowed from other peoples; they were not reconstructed and revitalized by a philosophy of democracy so as to make them conform to the spirit and ideals of the nation. We continued the Aristotelian conception of culture, which was not democratic but aristocratic.

"This conception originated in a society founded upon slavery, and it divided people sharply into a class of producers and a class of consumers. Culture and practical affairs were kept carefully separated in different compartments. The studies in curricula based upon this tradition were supposed to have a cultural quality in proportion to their uselessness in practical life. Pure science was somehow more noble than applied science, and the B. A. degree was superior to the degree of B. S."

## Commercial Subjects Proper for College

There is a slow but constant improvement in the curriculum. According to Dewey in "Democracy and Education," the "key to the present situation lies in a gradual reconstruction of skill materials and methods so as to utilize various forms of occupations typifying social callings and to bring out their intellectual and moral content. This reconstruction must relegate purely literary methods—including textbooks—and dialectical methods to the position of necessary auxiliary tools in the intelligent development of consecutive and cumulative activities. . . . The problem is not that of making the schools an adjunct to manufacturing and commerce, but of utilizing the

factors of industry to make school life more active, more full of immediate meaning, more connected with out-of-school experience."

## Falacious Objections

Some colleges give as an argument for not granting credit for shorthand and typewriting in particular that they are high school subjects. It is true that they are well taught in many high schools, and should be in the curriculum of the secondary schools. But that should not eliminate them from the college. If this were true, then other subjects such as languages, mathematics, etc. should not be taught in college.

There are some who say there is no cultural value in skill subjects. Perhaps it is because these are so intensely practical that few can see any other values that may be inherent in them.

A monograph, "The Cultural and Practical Value of the Study of Shorthand," by Rupert P. SoRelle, sets forth this aspect of the subject in an excellent manner. Quoting from this monograph:

"The close affiliation of shorthand with language gives to it one of its greatest educational advantages. . . . The shorthand writer in his work as reporter, private secretary, stenographer to professional, literary, or business men, is constantly brought in contact with what is brightest and best. He is constantly writing the cultivated diction of eminent speakers, writing out the thought of great educators and public men, and putting on paper the plans and purposes of the busy captains of industry. . . . he gets ideas at first hand."

The material used in developing the skills of shorthand and typewriting is of the best. We endeavor to build habits and lines of thought that make for strength of character and worthwhileness through the matter dictated or typed.

High schools and colleges have been recently awakening to the fact that students of low mentality have no place in the commercial department. That is, this department should not be used as a dumping ground. As keen mental ability is required for the mastery of courses in commerce as in others.

Why should commercial subjects be taught in the university and college? First, all of us have contacts with the business world, re-

ardless of what our profession may be. We need a certain amount of business knowledge in order to get along well. Referring to Dewey again, in "Democracy and Education," we read, "No one is just an artist and nothing else. He must...be a member of a family. He must either support himself or be supported by others, and thus he has a business career..... An occupation is the only thing which balances the distinctive capacity of an individual with his social service." There is therefore a demand for commercial subjects not only by students who have chosen business for their occupation, but also by those who need it as a supplement to some other profession.

### *Teachers Need These Skill Courses*

No doubt the greatest demand is made by those who are preparing to teach. It is essential that they receive their training in a college. If they have not had these skill courses in the secondary school they should be able to study them in the university and receive credit. Then there must be training in the methods of presenting the material. If recognition in the foundation courses of other fields in the form of credit is given, then why not in commercial subjects? It is unfair to require work and give no credit for it.

Commercial teachers must be as well trained as any others if they are to secure positions and do their work properly. They have as much right to claim that the college should give them professional training as do those in the academic fields. The teaching of stenography is more intricate than the teaching of a language. However, we do not want

mechanical efficiency only. It is important that the teacher be able to instruct the students how to adapt themselves to the taking of orders—serenity, the ability of adjustment, the obligation to employers, to fellow workers, and to customers. As Mrs. Frances Effinger-Raymond puts it, "The teacher should have the vision of the student on the job. She must prepare herself to teach the student to meet his problems, what to know to reach beyond the merely vocational aspect and develop attitudes, social qualities, which are becoming more and more necessary to obtain and hold positions of any type."

### *Recognition for Commerce Courses*

In order to gain the desired recognition, better methods courses in all the commercial subjects should be organized, bringing out the progress that has been achieved. The publication of articles, books, and magazines provides another means of securing attention. This is being done much more extensively now than in the past.

Commercial teachers' associations, city, state, and national, are excellent organizations to present our claims to teacher training institutions. The Eastern Commercial Teachers' Association is doing admirable work through the publication of yearbooks that are valuable additions to the literature in the field of commercial education.

The recognition given commercial education in the recent meetings of the National Educational Association and the World Federation of Education Associations should aid our cause and give us hope for more rapid advancement in the near future.



## *Present Commercial Teacher-Training Facilities Inadequate*

**I**N a recent address, J. O. Malott, Specialist in Commercial Education in the Federal Office of Education, called attention to the immediate need for more and better-trained commercial teachers. Quoting from a summary of his remarks as published in *The United States Daily*:

"One of the most neglected phases of education is the lack of an adequate training program for the teachers of business subjects in the secondary schools.

"The shortage of commercial teachers exceeds the shortage in any field of teaching. The reasons for this are: academic prejudice against utilitarian education, and slowness in

applying research findings regarding supply and demand to the establishment and maintenance of commercial teacher-training curricula. Last year, one university reported fifty-three requests for every commercial teacher graduated. One state reported approximately two hundred vacancies for commercial teachers and that the state teachers colleges and universities graduated fewer than twenty-five.

"The significance of the shortage of well-trained commercial teachers can hardly be overemphasized. Approximately 8,000,000 people are engaged in office and store occu-

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# Shorthand in the Small High School

By Dr. Edward J. McNamara

*Principal of the High School of Commerce, New York City, New York*

THOSE who are responsible for the curriculum of the small high school encounter many serious difficulties. Many of the advantages which are possible in a large organization are not practicable in a small school because of administrative difficulties, insufficient physical facilities and a lack of special equipment. Particularly is this true in connection with shaping a commercial curriculum for the small high school.

In view of this difficulty it is disquieting to find in the twenty-seventh annual report of the University of the State of New York statements that are calculated to confuse the situation for those who are honestly trying to find a solution. The statements referred to are as follows:

During the past year many small schools were found that continue to emphasize instruction along stenographic lines and which offer a minimum of instruction in bookkeeping and allied subjects. Sometimes this condition is the result of personal preference on the part of the commercial teacher. Sometimes it is due to unsatisfactory Regents' examination results in bookkeeping. Shorthand is probably the only purely vocational subject in the commercial curriculum. It should not be taught in a small high school unless sufficient employment opportunities exist in the community. Bookkeeping, on the other hand, contains many general values, and the boy or the girl who does not plan to obtain an office position may be benefited by a study of the subject. Some schools in the State have established a local requirement that pupils attain an average of 75 or 80 in English 1 and 2 in order that they may elect Shorthand 1 in the third year. Obviously, such a requirement will improve the quality of the work accomplished in stenographic classes.

A superficial examination of the above statement would probably lead a great many to agreement with the writer. However, many important considerations have been overlooked.

## *Vocational Advantages of Bookkeeping and Shorthand*

Both bookkeeping and stenography are vocational subjects and, vocationally, there is no more reason for teaching bookkeeping to a person who is unable to secure a position at it than there is for teaching stenography. If we were to adopt the policy of refusing to teach either bookkeeping or stenography unless the small school could find opportunities for employment in the community, I greatly fear that neither one of them would ever be taught to any extent.

The experience of teachers of stenography in small schools is that stenography takes the person who is capably trained in it far afield

from the particular community and carries the person into the more active fields of industry. It would be ridiculous to suggest that the small high schools in Long Island towns should not teach stenography because the community does not provide for employment of more than ten or a dozen, when every morning the commuting trains are crowded with stenographers who travel a distance of forty or fifty miles to their employment in the city. The same situation holds true for the suburban communities of New Jersey, Connecticut, and Westchester County in New York. If the curriculum of a small high school is to depend upon vocational opportunities a sphere of activity greater than the immediate community must be thought of.

## *Stenography of Greater "General" Value*

If the decision to teach either bookkeeping or stenography rests upon the general values, the case for bookkeeping is not nearly so strong as it seems to be in the above statement. Stenography has its by-products in education just as well as bookkeeping. The increased knowledge of English obtained in a study of stenography through the analysis of words, and the added vocabulary that is derived from such a study are as valuable general benefits as the ability to balance a cash book or to analyze a financial statement. Increased power in English is, in fact, more valuable than the ability to journalize or keep records in accordance with a particular system.

## *Course Should be Open to All*

The suggestion made in connection with requiring a grade of 75 or 80 in English 1 or 2 is very much out of date. There is frequently no relation between the rating that a student receives in English and the English requirement made upon stenography. The rating in English frequently represents a knowledge of literature, ability in composition, spelling, grammar, etc. Stenographers are seldom required to show appreciation of literary masterpieces in connection with their work and are seldom called upon to compose until they have had sufficient experience to make composition easy. They are more concerned with reproducing *verbatim* the dictation that is given them. Many schools have thought to improve the technical proficiency

in stenography by limiting enrollment to those who had high grades in English. In most of these schools the plan did not work out in accordance with expectations. In the High School of Commerce, New York City, there has never been any restriction on boys who are permitted to study shorthand and this school has turned out its fair proportion of shorthand experts. To base the election of stenography upon proficiency in English is out of line with modern pedagogy which looks upon education as a unified, concerted growth rather than the development of special talents.

### *Interrelation of Subjects Increases Motivation*

One of the weaknesses of our secondary schools is that teachers tend to become specialists, interested merely in their own subject, and lose sight of the general development of the student. The teacher of mathematics is interested only in teaching mathematics and neglects opportunities to train his students in English, penmanship, and other essentials. Every element of education should be the concern of every teacher.

One of our best-recognized principles of education is that of motivation. It is used extensively in our secondary schools. To limit the enrollment of students in shorthand because of inability to attain a grade of 75 or 80 per cent in English seems arbitrary and will do much to cause resentment in the mind of such a student. There would be no motivation for taking up the subject that was substituted

for that which was desired. In motivating studies we should try to arrange for the interrelation of one upon the other.

### *Study of Shorthand Improves English*

If a student is weak in English, frequently the desire to master the shorthand will lead him to take a greater interest in his English. This principle is very well recognized in connection with health education. We establish rules of eligibility in the hope that a boy through his interest in sports will maintain himself in his class so as to be able to participate in the games he loves. If we were to adopt in athletics the recommendation made in the special report in connection with shorthand, we should eliminate all athletes who were not exceptional scholars. Athletics would be only for the grinds who have little interest in them. As it is, our athletic activity is extended practically to all and not hedged round with artificial barriers. It furnishes daily an incentive to improve the work of our athletes as scholars.

### *E. C. T. A. Yearbook Outlines Principles of Curriculum Making*

It will readily be seen, therefore, that such suggestions need further consideration if they are to be used as guides in making up a commercial curriculum. It might be a good plan to secure a copy of the Eastern Commercial Teachers' Association yearbook dealing with Curriculum Making in Business Education and reduce the consideration of such problems as these to the principles outlined there.



## *More Summer School News*

**B**ENJAMIN R. HAYNES, Assistant Professor of Commerce and Education, University of Southern California, will offer a course in office management and a seminar in business education this summer at the University of Southern California.

Dr. Haynes is an indefatigable worker. In addition to his professional duties at the University of Southern California, he has taken a Ph.D. degree from New York University and found time to write a number of exceedingly valuable source books and texts for commercial students of college grade. The list of his books includes "Secretarial Problems," "Research in Business Education" (co-author, Jessie Graham), "Annotated Index of Theses and Dissertations in Education" (co-compiler Dr. Frederick J. Weersing), and "Problems of Teaching Elementary Business Training" (co-author Dr. Paul S. Lomax).

**S**INCE the additional data was published last month regarding summer classes for commercial teachers, we have heard from two southern schools that were not listed in our Summer School Directory.

Here is the information to complete the April and May Directory items:

**SOUTH GEORGIA TEACHERS' COLLEGE**  
STATESBORO

Courses in Shorthand, Typewriting, and Bookkeeping:  
H. G. Jones, Instructor  
June 6 to August 29  
Guy H. Wells, Director

**UNIVERSITY OF SOUTH CAROLINA**  
COLUMBIA

Principles of Gregg Shorthand (2 certificate credits),  
Methods of Teaching Commercial Subjects (2 credits):  
George E. Olson, Dean of School of Commerce,  
Instructor.

June 14 to July 26  
James A. Stoddard, Director

## John M. Hill

### *Commercial Education Pioneer of the Southwest*

**T**HE sad news has just come to us of the death on April 11 of John M. Hill, founder of Hill's Business College, at Oklahoma City, Oklahoma, at the age of 74. In the passing of Mr. Hill commercial education loses one of its most valiant champions.

To the thousands of schoolmen, teachers, and former students who were familiar with his work and knew him as a leader, a friend, and a counselor, his death will bring a feeling of the deepest sorrow.

To those of us in this organization who knew Mr. Hill well for so many years, there is a feeling of personal loss that cannot be adequately expressed.

#### *First to Teach Gregg in Missouri*

Soon after Mr. Gregg opened his little school in Chicago he received an inquiry about the system from Mr. Hill, who was then a stenographer in the office of the Missouri Pacific Railroad in Sedalia, Missouri. As a result of the correspondence thus begun, Mr. Hill became a very enthusiastic advocate of the system. He organized a private evening class in it at his home, consisting largely of his fellow clerks. The class grew in numbers; there was a demand for instruction in the daytime, and Mrs. Hill undertook the training of a number of day students. Soon Mr. Hill was able to resign his position as stenographer to devote all his time to school work.

It was the first school in Missouri to teach the system. Mr. Hill was naturally very proud of this fact.

#### *Established College in 1907*

Like many others in that part of the country, Mr. Hill realized the possibilities of the new and rapidly-growing state of Oklahoma, and he moved there in 1907 to establish

the school that now bears his name. The school opened with an attendance of only five pupils, but by his devotion to an ideal he increased the prestige of the school until at his death it had an enrollment of 450. At the school's recent get-together meeting, reported in the *American Shorthand Teacher* for April, it was estimated that more than 21,900 students had been graduated from it.



**John M. Hill**  
*Founder of Hill's Business College  
 Oklahoma City, Oklahoma*

#### *True Pioneer*

Those of us who were familiar with conditions in those pioneer days appreciate what courage and enterprise Mr. Hill displayed. But it was illustrative of his character. He could not do anything by halves. His sincerity, his attitude of generous friendship and helpfulness toward all with whom he came in contact, his professional spirit in advancing the interests of commercial education, and his sense of loyalty—all were qualities that gave his character distinction, and won the love of those who knew him.

During his career as a private school owner he was always eager to keep in touch with the latest developments in commercial education. He was a well-known figure at the professional conventions and took an active part in the deliberations.

#### *Successful Schoolman*

One of Mr. Hill's strongest characteristics was his ability to bring into his organization both executives and teachers of exceptional capability. During the last few years of his life Mr. Hill was not active in the conduct of the school, but the work he had started was carried on with conspicuous success by Mr. C. W. Stone, the vice president, who has been associated with him for many years, and who is now the head of the institution. In a letter

to Mr. Gregg, Mr. Stone says, "Outside of my own immediate family, Mr. Gregg, I lost one of the best friends that it is possible for a man to have."

Mr. Hill was a Shriner, a member of the Rotary Club and of the First Presbyterian

Church. He is survived by his wife, Mrs. Rose C. Hill; a son, Atwell C. Hill; three daughters, and two sisters.

We extend our deepest sympathy to the members of his family and to his friends in their irreparable loss.



## London Ready for International Congress on Commercial Education Next Month

A RECENT bulletin from the United States Department of the Interior Office of Education, tells us that twelve leaders in business education in this country have been appointed and approved by President Hoover as official delegates of the United States Government to the International Congress for Commercial Education to be held in London in July. The delegates, traveling at their own expense, and many additional representatives of educational and business organizations will attend the world conference of leaders in business education. "Increased business efficiency through improved training" is the theme that will dominate the congress.

The British Government extended to the various countries an invitation to be represented at a two weeks' conference on education for business and the meeting has been organized with its coöperation as well as that of the trade organizations and the business education associations in England. The Prince of Wales, who has taken much interest in business education and particularly in education for foreign trade, will address the congress. The interest in the conference is indicative of the increased activity in the different countries to reestablish their domestic and foreign trade.

The first week of the London meeting is organized as the 1932 International Economic Conference, which is held each year in a different country. This year, the conference will be conducted in the English language and devoted entirely to the economic problems of Great Britain and to the business education program in that country. The chief purpose of this portion of the meeting is to acquaint the visiting delegates with economic, social and institutional factors in the British program of commercial education. Another objective of these annual meetings is to seek among the teachers of the next generation of business men and women a better understanding of other countries and their peoples. An effort is being made to have the 1933 conference in the United States.

During the second week, the International

Congress for Commercial Education will be in session. This is the twelfth such meeting, but the London Conference is the first to be held in an English-speaking country for thirty-six years.

The purpose of the congress is to bring together the leaders in secondary and higher education for business from the various countries to exchange ideas about outstanding problems and practices in business education. Among the topics to be discussed are: Co-operation between business and institutions offering business courses, training for foreign trade and other specialized fields, business ethics, business research, modern office equipment, and commercial teacher training.

Due to the rapidly changing social and economic conditions throughout the world, the congress proposes to emphasize the newer social and institutional factors affecting business education. Authorities of the respective countries will discuss the necessity of broadening the scope of business training, causes and effects of the increasingly large number of women in business, and the recognition that all citizens be provided with general business information. The interchange of business teachers and students to develop a better understanding among future business men and women will be discussed.

Sir Francis Goodenough, one of the leading business men in England and president of the British Association for Commercial Education, in a special invitation to American business men and teachers, states:

The subjects to be considered have at no time been of more general interest or more vital importance to the welfare of the world than they are today. The economic disturbances which are affecting all civilized countries have thrown sharply into focus the necessity for a clearer understanding of the forces governing international trade. Commercial education has acquired a new importance and a wider implication.

International congresses on business education began in 1886. Because of the World War no meetings were held from 1913 to 1929. The United States was officially represented for the first time at the 1929 congress

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# CONVENTIONS

## Thirty-Fourth Annual Convention of the Eastern Commercial Teachers' Association

Hotel Pennsylvania, New York, N. Y., March 23-26, 1932

(Report concluded from the May issue)

### Section Meetings

THE program committee, headed by Frank J. Arnold, Haaren High School, New York, and Simon J. Jason, Walton High School, New York, are to be congratulated on the success of a new feature of the section programs which was introduced this year. The committee had assigned to each section program a commentator whose duty it was to summarize each of the addresses and, from his own experience and knowledge of the subject presented, to draw pertinent conclusions and, where he thought advisable, enlarge upon any points brought out by the speaker.

The summaries and constructive criticisms of these commentators were ably presented and of exceptional pedagogic value. The commentators for the sections were:

Section	Commentator
Stenography	Ethel A. Rollinson, Instructor of Shorthand and Typewriting, Columbia University, New York, New York
Junior Business Training	Seth B. Carlin, Principal, Packard Commercial School, New York, New York
Law	H. M. Munford, Bay Path Institute, Springfield, Massachusetts
Economic Geography	George S. Corfield, Professor of Geography, State Normal School, Salem, Massachusetts
Business English	John W. Sullivan, College of Business Administration, Boston University, Boston, Massachusetts
Arithmetic	William S. Schlauch, Assistant Professor, School of Commerce, New York University, New York, New York
Office Practice	Paul S. Lomax, Professor of Education, New York University, New York, N. Y.
Typewriting	W. R. Foster, East High School, Rochester, New York

#### Bookkeeping

Herbert A. Tonne, Instructor in Education, New York University, New York, N. Y.

#### Economics

Noel P. Laird, Franklin and Marshall College, Lancaster, Pennsylvania

#### Salesmanship and Advertising

Bernard Mullins, Curtis High School, Staten Island, N. Y.

A full report of the summaries made by each commentator will appear in the E. C. T. A. Yearbook, "Modern Methods of Teaching Business Subjects," Volume 2.

### Stenography Section

#### Under Direction of D. D. Lessenberry

Chairman, Clinton A. Reed, Supervisor of Commercial Education, State of New York

Commentator, Esbel A. Rollinson, Instructor of Shorthand and Typewriting, Columbia University, New York City

BUILDING A SHORTHAND VOCABULARY—Mrs. Sadie Krupp Newman, Thomas Jefferson High School, Brooklyn, New York. Mrs. Newman stressed the value of a discriminating use of word-frequency lists in the building of a worthwhile shorthand vocabulary and praised the trend of modern shorthand textbooks toward reliance on these lists in the selection of the vocabulary. She suggested that best results in the building of a shorthand vocabulary could be secured by having teachers and pupils "vocabulary conscious."

A LESSON ON DIPHTHONGS—Walt Mechler, Evander Childs High School, New York, New York. Mr. Mechler's characteristically dynamic demonstration lesson on Unit 13 of the Gregg Shorthand Manual is not only inimitable but indescribable in cold print.

**A DRILL LESSON ON BRIEF FORMS**—*Ethel L. Newman, Charlotte High School, Rochester, New York.* Make the brief forms easy for the beginning student particularly, as the student forms his own estimate of shorthand and of the shorthand teacher right at the beginning. One of the most helpful means of brief-forms drill is by the use of short simple sentences. For homework have the student read and trace with a dry pen printed shorthand using the brief forms. Because of the importance of brief forms, a special effort should be made to write them well and rapidly; they must be completely automatized. Set a high standard of accuracy for brief-forms learning and the students will conform to it.

Miss Newman brought out strongly the fact that if the student can write outlines correctly it is altogether unessential that he should know the rule governing the outline. Although recognizing the value of the sentence method, Miss Newman emphasized the value of individual word drill because of the concentration of material and the consequent saving of time.

### Junior Business Training

*Under Direction of Louis A. Rice*

*Chairman, John G. Kirk, Director of Commercial Education, Philadelphia, Pennsylvania*

*Commentator, Seth B. Carkin, Principal, Packard Commercial School, New York City*

**TEACHING THE USE OF THE TELEPHONE**—*Augustine L. Cosgrove, Freeport High School, Freeport, Long Island.* In the teaching of this subject, Mr. Cosgrove's aim is "to set up learning activities that involve the use of the telephone and that will provide worthwhile skills, habits, knowledges, ideals, and attitudes." Mr. Cosgrove devotes six class periods to the presentation of this topic, and stresses such things as the use of the manual instrument, the telephone directory, the dial instrument, and the classified business section of the directory.

**PLANNING THE LESSON ON WRITING CHECKS**—*Fred Kane, Harding Junior High School, Philadelphia, Pennsylvania.* Mr. Kane has each daily lesson prepared and assignments made in advance so that pupils have something to do immediately on entering the room at the beginning of a class period. He approaches the topic of checks by teaching first the steps in opening a bank account and the method of withdrawing money from a savings bank account. Liberal use is made of the blackboard in illustrating the several important points to be kept in mind in writing

checks. His practice work is done both in the classroom and at home. One feature is the preparation of at least three objective questions on each daily assignment by pupils. Another is the extra credit allowed for preparation of additional objective questions and gathering illustrative materials such as pictures and drawings.

**TEACHING THE MEANING OF BUSINESS THROUGH THE EVERYDAY ACTIVITIES AND WANTS OF THE PUPILS**—*Kenneth B. Haas, High School, Kearny, New Jersey.* Mr. Haas encourages his pupils to gather materials applicable to each topic, and several textbooks on economics are used for reference purposes. Of a fifty-minute class period, ten minutes are devoted to review or recall of previous lessons, twenty minutes to presentation of the current lesson, and twenty minutes to a summary.

### Law Section

*Under Direction of John F. Robinson*

*Chairman, Harry I. Good, Hutchinson Central High School, Buffalo, New York*

*Commentator, H. M. Munford, Bay Bath Institute, Springfield, Massachusetts*

**ELEMENTS NECESSARY TO FORM A VALID CONTRACT**—*Helena V. O'Brien, Simmons College, Boston, Massachusetts.* In discussing the elements necessary to form a valid contract, Miss O'Brien developed very effectively a teaching plan for the presentation of the subject. She emphasized the importance of the third element, consideration, as the law does not aid in enforcing a contract that is not founded on a consideration. The student should be made to realize that in law a contract must include something capable of being reduced to money value that passes from one party to the other. Miss O'Brien used a number of excellent cases to illustrate and clarify the meaning of each element.

**THE USE OF OLD INSURANCE POLICIES IN TEACHING INSURANCE**—*A. H. Aldridge, Trenton High School, Trenton, New Jersey.* In the absence of Mr. Aldridge, his excellent paper was read by Mary M. Saul, of Hutchinson High School, Buffalo, New York. Mr. Aldridge explained how, by using actual policies, his students were able to get a more practical and useful knowledge of the whole field of insurance. Not only did the students benefit, but the parents also felt the enthusiasm of their children to the extent that questions from the parents about their own insurance were brought in for class discussion. Students take a real interest in studying the concrete rather than the abstract. After having worked with and having handled real policies,

students study the text with greater interest because they see how beneficial insurance is in the home and business life of their community.

**THE TEACHING OF ETHICS THROUGH COMMERCIAL LAW**—*Mrs. Marietta Clark Flinn, Senior High School, Bayonne, New Jersey.* In the teaching of commercial law a splendid opportunity is afforded to present to students those qualities so essential to success in every field of endeavor. Mrs. Flinn showed how the study of this subject may, by proper direction, develop fine ideals. She further pointed out that ideals are always associated with action. Therefore, by building the right ideals in the minds of our students, we get the kind of action that builds for better home and school life. This means better citizenship and a greater respect for the laws of our city, state, and nation.

## *Economic Geography Section*

*Under Direction of E. S. Donoho*

*Chairman, G. M. York, Professor of Commerce, New York State College for Teachers, Albany, New York*

*Commentator, George S. Corfield, Professor of Geography, State Normal School, Salem, Massachusetts*

The three papers read before this section meeting presented a well-rounded study of the problems of the teacher of economic geography, exemplifying the teaching of an important product, a geographic section of the country, and power.

**WHEAT GROWING IN THE UNITED STATES**—*Lenox E. Chase, High School, Mount Vernon, New York.* Miss Chase summarized the direct objectives of this unit of class study to be: (1) the acquisition of a body of minimum essential facts; (2) increased skill in the use of economic geography; (3) a feeling of dependence on the wheat grower; (4) an enlarged vision of one's life work. By-products of the study should be training in the use of figures and maps—relief, political, rainfall, state.

Some of the topics listed for study in this unit were the Relative Importance of Wheat to Other Cereals; Location of Great Wheat-Producing States; Reasons Why These States Produce Most; Methods of Wheat Growing; Economic Controls over Wheat Production; Transportation to Foreign Markets; and Graphic Maps of Wheat Tonnage.

Miss Chase closed her talk with a list of test questions that might be used at the close of such a study.

**THE ECONOMIC VALUE OF THE GREAT LAKES**—*Veru G. Cole, High School, New Rochelle, New York.* Miss Cole reported that

in introducing her class to this ten-day unit she arranges, for the first day of class, an interesting display of exhibits on the topic. The second day she uses lantern slides. She encourages her students to write to chambers of commerce and manufacturers' associations for material from which exhibits, notebooks, and charts may be prepared. In addition to the class study, special topics are assigned to individual members of the class, such as Development of Commerce on the Great Lakes since 1900, Growth of Important Railroad Lines to the Lake Ports, The Future of Great Lakes Inland Waterways, Value of Forests in Lakes Region. The resulting reports are read to the class.

Miss Cole pointed out that the study of the Great Lakes region might be used as an introduction to the study of iron and steel and wheat.

**THE USE OF POWER RESOURCES**—*Z. Carlton Staples, Junior Master, Dorchester High School for Boys, Boston, Massachusetts.* Mr. Staples limited his paper to a discussion of the use of resources and to courses as given in high schools.

Some of the methods employed were home and class quizzes, five-minute tests, fact-vocabulary tests, the writing of a book on the subject (each pupil contributing a chapter), theses, notebooks illustrated by clippings, co-operation with the public library, preparation of outlines by class, and especially the making and caring for exhibits.

Mr. Staples feels that stereopticon slides are much more valuable than motion pictures; for in motion pictures the impulse is so fast that the mind does not retain the information.

## *Business English Section*

*Under Direction of Walter E. Leidner*

*Chairman, J. Walter Ross, South Hills High School, Pittsburgh, Pennsylvania*

*Commentator, John W. Sullivan, College of Business Administration, Boston University, Boston*

**TEACHING THE COLLECTION LETTER**—*Katherine W. Ross, Boston Clerical School, Boston, Massachusetts.* Miss Ross emphasized the importance of basing the teaching of this type of letter on the sales letter, having in mind the necessity of retaining the customer's good will as well as effecting a settlement of the account.

To tie the study definitely to the students' own activities, the use of telephone, gas, and electric bills and statements, proves valuable and interesting. Students should be taught the necessity of classifying debtors, maintaining a dignified tone, and avoiding either flippancy or sarcasm. A collateral study of psychology

is very helpful, enabling one to select the type of appeal best suited in the particular case.

**TEACHING CONCISENESS**—*N. B. Curtis, Westinghouse High School, Pittsburgh, Pennsylvania.* A logical method of developing a proper appreciation of conciseness would include projects in—(1) oral expression and reports, (2) telephone conversation (using telephones in the classroom), (3) telegrams, (4) business letters. "Conciseness in business letters does not mean being telegraphic or curt; it does mean being courteously and pointedly graphic." The letter not only must be understandable; it must be easily understood. As a definite unit of instruction, the teaching of conciseness must preclude word study, grammar, composition, etc., it being assumed that these phases of English have already been taken care of.

**MAKING AN OUTLINE FOR A SALES TALK**—*A. MacAllister, Rider College, Trenton, New Jersey.* Although many large sales organizations are making little use of the model sales talk, the speaker expressed his faith in "stock" sales outlines when amplified and reinforced by the individual salesman's resourcefulness. The outline should be sufficiently elastic to be applied to almost any situation encountered. Students should be encouraged to stretch their imagination in building up types of sales resistance the better to be prepared for counter-suggestions. Permit the students to build their own types of approach so long as they conform to accepted rules of psychology and suggestions. Impress upon the students that, after all, a sales outline is only an outline.

### Arithmetic Section

*Under Direction of Mrs. Cora B. True*

*Chairman, George L. Hoffacker, Boston Clerical School, Boston, Massachusetts*

*Commentator, William S. Schlauch, Assistant Professor, School of Commerce, New York University, New York City*

**DEVELOPING A MASTERY OF FUNDAMENTAL PROCESSES**—*Clyde O. Thompson, Associate Principal, Mount Vernon High School, Mount Vernon, New York.* Mr. Thompson stressed the need of varying the method of presenting arithmetic. To promote a proper attitude on the part of pupils, all work should be motivated as far as possible. Several illustrations were given to show how to develop a mastery of fundamental processes by means of arithmetic practice material.

**TEACHING THE USE OF ALIQUOT PARTS**—*Ethel M. Bird, Melrose High School, Melrose, Massachusetts.* Miss Bird explained several

ways of teaching aliquot parts. Solving problems in interest furnishes a good example for teaching this subject.

**TEACHING GRAPHS**—*George H. Van Tuyl, Evander Childs High School, New York City.* Mr. Van Tuyl defined graphs as a method of showing facts in pictorial form. He advocated making much use of graphs found in newspapers for the purpose of training pupils in the art of interpretation. Illustrations of many forms of graphs were given and suggestions were offered for making simple forms. One of the simplest can be made by charting the rise and fall of temperature during the day. Emphasis was placed upon the value of graphs in analyzing a given condition and in showing where improvements can be made.

### Typewriting Section

*Under Direction of D. D. Lessenberry*

*Chairman, Lena Dalton, Strayer-Bryant & Stratton College, Baltimore, Maryland*

*Commentator, W. R. Foster, East High School, Rochester, New York*

**TEACHING THE KEYBOARD**—*Louise McKee, Girls Commercial High School, Brooklyn, New York.* Miss McKee presented a method which she and her teachers have been evolving. Short, gradually lengthening sentences, requiring the use of a limited number of different keys are introduced from the beginning. Correct stroking practice on each new key is followed by word practice, and that in turn by sentence practice. Repetition of strokes and words is gained by carefully building the sentences. The accuracy standard is high—perfect exercises being marked 100 per cent; those with one or more errors, 0.

Miss McKee claimed no originality or finality for the idea, but emphasized the ease of motivating students' practice and the fact that the teachers liked it.

**METHODS OF GRADING TYPEWRITTEN WORK**—*Vernal A. Carmichael, Ball State Teachers College, Muncie, Indiana.* Mr. Carmichael emphasized that "the teacher should have control of the typewriting work as it flows through the classroom." He distributed a number of exhibits illustrating the methods by which he achieves this end. Most of them were tabular or graphic statements of speed and accuracy requirements, which he posts in his classrooms. They included transcription standards and a miscellaneous record sheet for the teacher's use. He highly recommended every practical form of record.

**CORRECTIVE DRILLS FOR MACHINE MANIPULATION**—*Clyde E. Rowe, Director, Commercial Education, Wilkensburg, Pennsylvania.* Mr. Rowe distributed a number of corrective

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# Canadian Conventions

## Second Annual Conference Canadian Gregg Association

Toronto, Ontario, Saturday, April 23 1932

### Officers

PRESIDENT—F. G. Millar, Principal, High School of Commerce, Hamilton, Ontario

VICE PRESIDENT—A. J. Park, Principal, Park Business College, Hamilton, Ontario

SECRETARY-TREASURER—T. W. Oates, Principal, Westdale High School of Commerce, Hamilton, Ontario

**T**HIS is the fourth time the Gregg Conference has been held in Canada—twice under the name "Gregg Regional Conference," and twice under its present name, "The Canadian Gregg Association." Each meeting has shown an increased interest among commercial teachers in the Dominion, and a larger and larger attendance.

### Progress of Commercial Education

In opening this April's meeting, President Millar chose for the subject of his address THE PROGRESS OF COMMERCIAL EDUCATION DURING THE LAST DECADE.

"It may surprise you to learn that as long ago as 1870 Dr. Egerton Ryerson advocated commercial education in the public schools. In a report presented in that year, he said, 'One of the felt wants in our system of Public and High Schools has been facilities for growing boys' instruction in matters relating to commercial and business transactions.'

"In the 90's, the subjects of stenography and typewriting were added, as options on the high school course.

"In the closing decade of the 19th century so great was the demand for trained commercial workers, and so inadequately was this demand met by the public schools, that private business colleges sprang up all over.

"This industrial progress awoke an interest in vocational education. We witnessed the beginnings of the present system of state-supported technical and commercial education, which has expanded so enormously during the ten years just passed. . . .

"The period from 1920 to the present year has marked a new period in the history of commercial education," Mr. Millar continued.



A. J. Park

President, Canadian Gregg Association  
for 1932-1933

"The attendance at public commercial vocational schools such as the Central High School of Commerce in Toronto, Hamilton, Kingston, Ottawa and in the commercial departments of technical and composite schools has increased remarkably. For the nine years from 1921 to 1929 the figures for bookkeeping, stenography, and typewriting showed the remarkable increase, respectively 444, 510, and 1000 per cent, and the year 1930 showed a growth in total enrollment of 5.8 per cent over the previous year.

"I find that private business colleges showed a steady decline from 1920 to 1925, when only 6,282 pupils were registered. Ever since then there has been a steady increase of from 14 to 20 per cent a year, except in 1928, when there was a slight decrease. The efficient private colleges are making steady progress, giving their pupils a sound training in business skill, giving satisfaction to employers, and yielding a fair profit.

"The Canadian Gregg Association is the only organization in this province that aims to bring together workers in the field of education whether they come from the private business colleges or the public high schools of commerce and commercial departments of high schools."

### Background in Accounting

Professor C. E. Walker, Department of Commerce and Administration, Queen's University, Kingston, Ontario, gave a splendid address on THE ESSENTIAL BACKGROUND IN TEACHING ACCOUNTANCY. Professor Walker spoke with authority, not only because of his university ranking, but also because he is a

chartered accountant with wide accounting experience in many fields of industry. It is to be regretted that his entire paper cannot be printed in this report.

"In my opinion," he said, "the essential background is a knowledge of the purpose and use that is to be made of the results obtained from the bookkeeping records. . . . I do not desire to give much time to the discussion of mechanics of accounting. I am not unmindful, however, of the fact that most of our time as teachers of bookkeeping is given to the teaching of the mechanics of the subject; nor can our students learn in any other way than by doing. However, while they are learning *how* to do, they must be taught at the same time *why* they are doing it.

"To sum up briefly what I have striven to emphasize: We, as teachers, should, as we come to deal with these different problems, show to our pupils the significance of these observations, of these points. To many it is the only opportunity which they will have. Attention is given today to the study of economic theory and foreign trade, and I think a great deal of study and attention should be given to accounting theory."

Professor Walker's paper was ably discussed by E. W. Langford, High School of Commerce, Hamilton, Ontario.

### *A New Speed-Building Plan*

Following Professor Walker's address, Clyde I. Blanchard, director of research for the Gregg Publishing Company, New York, described in detail a new plan for building shorthand speed.

"After Dr. Gregg had issued the Anniversary Editions and had seen many teacher-training classes established for the training of teachers of theory, he appreciated the fact that there was still unsolved a problem quite as important as that of teaching theory correctly. That was the problem of building shorthand speed more efficiently in the advanced shorthand classes—a teaching plan that would raise the standard of achievement. For several years, Dr. Gregg has been working on this problem and has evolved a plan of building shorthand speed that I have the privilege

of bringing to you this morning. It is a simple plan, as all workable plans are.

"May I ask you to think of a plan that is composed of a cycle of five assignments, the objectives of the five assignments being the same, as the cycle is repeated throughout the course, the subject matter only changing."

Mr. Blanchard then explained in detail the objective and content of each of the five assignments and the method of presenting the assignments to a class of advanced students.

### *Dr. Gregg Addresses Luncheon Guests*

Some two hundred members of the conference attended the luncheon following the morning session.

At the luncheon, brief talks were given by H. I. Good, secretary of the Eastern Commercial Teachers' Association and head of the Commercial Department of Hutchinson High School, Buffalo, New York; by T. W. Oates, principal of Westdale High School of Commerce, Hamilton; and by P. McIntosh, principal of the Shaw Schools, Toronto.

The last speaker was Dr. Gregg. After referring to the discussion in the morning program, he said, among other things:

"I listened with a good deal of interest to what President Millar said about the progress of commercial education in Ontario. That record is very creditable to this great Province. The value of practical education—education for life—is becoming recognized everywhere. One of the speakers this morning, I think it was Mr. Langford, said that the commercial departments were starved in the matter of supplies with which to do their work efficiently. As a publisher I sympathize with that view of the matter! It is true that at times it has been a hard battle to gain recognition for commercial education from the educational authorities.

### *Recalls Slow Change of Attitude Toward Business and Education for Business*

"But don't let us forget that all through history business and trade have been ignored, and that it is only in recent times that business and trade have really become respectable,



*Ernest J. McGirr*  
*Vice President of the C. G. A.*

so to speak. Someone has remarked that while the histories have a great deal to say about Alfred the Great as a scholar and as a translator, the fact that he was the greatest ship-builder of his time is hardly mentioned. And Chaucer, the founder of English poetry, was a road builder, but that fact is almost ignored. It is said that he was interrupted in his work so often by people asking the way to Canterbury that he decided to write a story about that city, and so we have his famous Canterbury Tales.

"All the professions have gone through a slow process of evolution. It was not so long ago when the doctor, so-called, 'bled' the patient for almost all the ills to which the flesh is heir, and we have the striped barber pole as a memento of those days.

"Nor is it so long ago that a young man who wanted to become a lawyer 'read law' in the office of an old lawyer, and entered the profession in that way. The patient or the client had to take his chances. Today we know that a doctor or a lawyer has at least a basic foundation of education, knowledge, and skill in his profession.

"Business is going through that same process of evolution and is gradually being raised to the dignity of a recognized profession. Accountancy, in fact, is already recognized as such. People are coming more and more to appreciate the fact that all the professions, and the prosperity of all the people, depends upon business. With this has come a wider recognition and appreciation of the value of the kind of work you and I are doing in the training of young people for business. It is becoming more and more widely recognized, too, that practical education has educational content. There may be a few people engaged in educational work who do not realize this, but that is passing away. It is obvious that you cannot write shorthand, for example, without learning more about words, and thus increasing your working vocabulary; you cannot write shorthand rapidly without increasing your powers of concentration. You cannot, indeed, learn bookkeeping without analyzing, making calculations, comparing items—all these things have great educational value.

"The International Congress at Amsterdam brought a world-wide recognition of com-

mercial education. There were appointed representatives from thirty-seven nations at that Congress. The next Congress is to be held in London this summer, July 25. It will be attended by representatives from all the nations. At the Congress H.R.H., The Prince of Wales, will preside and deliver an address—a further recognition of commercial education

which is spreading throughout the world.

"I think it is a very stimulating thing for us to know that commercial education—education for life, education which enables people to become economically independent, which is the very basis of good citizenship—is being recognized in this manner."

We regret that space will not permit of a complete report of Dr. Gregg's address.

### *Afternoon Session*

The first address of the afternoon session was given by Harold H. Smith, assistant editor, The Gregg Publishing Company. Mr. Smith spoke on POINTS TO EMPHASIZE IN THE TEACHING OF TYPEWRITING.

"Teachers are more and more coming to realize that

since they are teaching a skill subject they must master the skills in using the machine as a writing tool and as a practical office instrument.

"They recognize that students must be taught not only what to practice but *how to practice*. By so doing, the 'task' idea will disappear.

"There is a changing emphasis on the organization of the course with regard to instruction in basic typing skill, instruction in the applications of that skill to business forms, and production of typing under real office conditions.

"It is essential that the course be carefully planned to meet the conditions under which it is to be given. One-year, two-year, and intensive day or evening courses require different treatment. The type and maturity of the student, his general education and background also necessitate consideration in course planning.

"In all courses the tendency is to eliminate waste motion and time on the so-called learning of the keyboard and to increase as far as possible the time spent on developing basic



*George W. Cunningham*  
*Secretary Treasurer of the C. G. A.*

typewriting skill with the machine as a writing tool. In the complete two-year typing course, the proportion runs 40 per cent basic skill, 38 per cent instruction in typing business forms, and 22 per cent in related typing projects."

Mr. Smith's address was discussed by Miss B. F. Brimicomb, of the Collegiate Institute, St. Catharines, Ontario:

"I don't know how it is in the United States, but here teachers have been more or less compelled to guess; until the last few years, we have had no definite instruction in Methods of Teaching Commercial Subjects. Guessing isn't altogether a fault at times if it is original, as it then takes on something of an experimental nature. It is rather bad, though, if we are content to guess which is the best of someone else's guessings. The general principles of teaching hold good in typewriting, but the subject presents a somewhat modified angle in that the speed element is involved. We all recognize that 'how to practice is more important than what to practice,' but we search our textbooks in vain, sometimes, for definite help along this line. Even if, as the speaker suggests, we get personal office experience, we would still be increasing our knowledge of what to teach and get little help on how to teach."

### *Secretarial Training—What Is It?*

Miss Florence Surby, Principal, Windsor Business College, Windsor, Ontario, was unable to be present to give her address on SECRETARIAL TRAINING. Her absence was a great disappointment to the members of the Conference, as she is known throughout the Province as a leading exponent of secretarial training. Her paper was ably read by Mrs. Myrtle Ferguson, one of Miss Surby's teachers:

"First of all, shall we make clear what a secretarial course really is? One school, to my knowledge, advertised a 'secretarial course for young women from 22 to 35 years of age, to include shorthand, typewriting, bookkeeping and filing, to be covered in from three to six months!' That is so inadequate, it is funny.

"So it is quite clear that some schools have been in the habit of using the word *Secretarial* to describe various junior courses, just as a youngster who came to my office one day described herself as a 'private secretary,' but when tested showed plainly that she was not even an efficient junior stenographer. As for the 'private,' what she didn't disclose to her

associates about her employer's affairs was simply nothing. Yet that youngster carried a diploma from a Canadian business college, assuring 'whom it may concern' that Mary Blank was a graduate of the secretarial department of that school.

"The Business Educators' Association of Canada allows its school members to dignify with the word 'secretarial' only the course which not only demands greater skill in the tool subjects of the shorthand and bookkeeping courses, but which also includes additional training in English, in office appliances of all kinds, in such subjects as economics, business research or library methods, business organization and management, and 'secretarial duties,' the last-named covering a multitude of assignments not trusted to the mere stenographer. Briefly, that is my understanding of what a secretarial training course should be expected to cover.

"To sum it up—in the busy commercial office the perfect secretary must have the executive ability to understudy her employer, to be office manager to those directly under her control, and to be the skilled stenographer and bookkeeper."

### *Penmanship Discussed*

THE TEACHING OF HANDWRITING was the subject of a very interesting discourse by T. W. Oates, principal of Westdale High School of Commerce, Hamilton, Ontario. Mr. Oates' address was illustrated by the use of the blackboard. Every point made in his talk was useful and instructive to the teachers and he clearly showed that he was a master in the subject of handwriting. His address was discussed briefly by W. F. Marshall, of the Westervelt School, London, Ontario. Mr.

(Continued on page 471)



T. W. Oates

President-Elect, Commercial Section, Ontario Education Association, and Past-President Canadian Gregg Association



# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *The General Functioning Value of a Study of Shorthand*

**T**HERE seems to be considerable confusion in the minds of the curriculum makers of the small high schools, especially in respect to the commercial courses, as to what should be included or excluded. This arises possibly from the differences in viewpoint of those responsible for constructing the curriculums, due, no doubt, to previous experience and specialization in certain subjects. In the large high schools this problem, we think, has been quite effectively worked out—always taking into consideration changing conditions—but it is evident the small high school is still struggling with the problem.

In this issue of the *American Shorthand Teacher*, Dr. Edward J. McNamara, principal of the High School of Commerce, New York City, discusses most effectively some of the problems of the small high school, based on certain statements in the twenty-seventh annual report of the University of the State of New York. He takes issue with the report because of the views expressed about the comparative importance and value of shorthand and typing in the small high school. Dr. McNamara is a technician in both these subjects as well as in high school organization and administration. His background of experience enables him to write with authority. What he says is to the point, clear-cut, and incontrovertible.

Ponder for a moment these three statements from the Annual report:

1. It (shorthand) should not be taught in a small high school unless sufficient employment opportunities exist in the community.

2. Bookkeeping, on the other hand, contains many general values and the boy or the girl who does not plan to obtain a business position may be benefited by a study of the subject.

3. Pupils should obtain an average of 75-80 in English 1 and 2 in order that they may elect Shorthand 1 in the third year.

The first of these statements can be dismissed with a word. Populations are not static; technicians in any field of endeavor

naturally seek the centers in which they can find the greatest opportunities.

It is recognized that both shorthand and bookkeeping have general values, but it is our opinion that the study of business as presented in "General Business Science" contributes vastly more to the "general values"—knowledge and business procedures—that are useful to every individual throughout his life experience than could be obtained by a study of bookkeeping. Moreover, the study of such procedures can be begun much earlier than the beginning of the regulation four-year senior high school course.

On the other hand, the shorthand course offers exceptional opportunities for securing "general values." In the first place, merely the study of shorthand, whether it is to be used vocationally or not, has important educational values that function even when detached from shorthand skill itself. As an example, there is hardly any study that brings one so intimately in contact with the English language, and offers so many opportunities for learning to use and interpret it effectively. In taking dictation, the shorthand writer goes through five distinct processes—hearing and understanding the words and comprehending the thought of the speaker; translating these words or groups of words into sounds; selection of the shorthand material in which they are to be given tangible form; transferring of these impressions to the hand; the manual execution of the forms. These are the processes through which every word must be put in a fraction of a second.

In transcribing, the shorthand writer goes through the reverse of these processes. He is confronted with the problem of interpreting what has been written in his shorthand notes. This brings into play his knowledge of words, rules of grammar and composition, punctuation, capitalization, spelling, and the other conventions of writing. The actual physical representation of words in shorthand is greatly lessened as compared with longhand, as each

character when correctly written has a much greater power of expression; abbreviations are numerous and the chances for error are multiplied under stress of rapid notetaking. As a consequence, *interpretive* ability becomes correspondingly more important. Thus it will be seen how both analysis and synthesis are effectively combined. All these problems in transcribing develop perception, alertness, quickness of thought, responsiveness, discrimination, and judgment to a high degree.

In an address delivered at a meeting of the Eastern Commercial Teachers' Association some years ago, we said:

We hear very much of the opportunities that a mastery of shorthand unfolds—of bringing a young man or woman in touch with business opportunities; but we hear little of the value of shorthand in preparing them adequately to meet these opportunities. Shorthand trains the mind to work logically; makes it alert; develops practical judgment; cultivates *instant* right decision. These are the reasons why so many men of marked ability in every field of intellectual activity are recruited from the ranks of shorthand writers.

Then as a "general value" what skill would be of greater use to a young man or young woman in a high school or college course, to say nothing of its vocational value later, than to be able to take shorthand notes of points in lectures or for personal use in hundreds of ways.

As to the question of English requirements as stated in the third statement, this has been discussed in the foregoing sufficiently we think. Through the study and practice of shorthand the student could after completing the eighth grade acquire more rapidly an intimate knowledge of the language, and a larger and more meaningful active vocabulary than could be secured in many instances through formal instruction in these matters.

We are heartily in agreement with what Dr. McNamara says about dropping shorthand from the curriculum of the small high school. Besides, it hardly can be done. The law of supply and demand operates in vocational education as it does in economic theory. The school is maintained for the education and welfare of the individuals in a community as well as for the community as a whole.

### *Want An Index?*

**INDEXES** to the current volume of the *American Shorthand Teacher* and the *Gregg Writer* will be available in July. Those of our readers who bind their magazines will find the index a valuable addition to the volume. You can secure a copy on request without cost. Bound volumes, including the index, will be furnished for \$2.00 each.

## *New Typewriting Tests*

**MISS JANE E. CLEM**, author of "The Technique of Teaching Typewriting" (Gregg), has standardized the Commercial Education Survey Tests in Junior and Senior Typewriting which were first used in the Wisconsin State Survey. The Senior Test comprises a standard stroking test in two parts, a business letter test, arrangement test, a multiple-choice test covering twenty-five points in theory and speed test rules, a simple tabulation test to be copied as is, and a rough-draft letter test.

The Junior Test consists of similar material, except that the business letter test is shorter; a completion test is substituted for the multiple-choice test, and a smaller scope of theory is covered. A simple placement test takes the place of a tabulation test; and an easy centering test is substituted for the rough-draft test.

Miss Clem standardized the stroking tests as part of the work for her Master of Arts degree received last summer from the University of Chicago. Teachers may procure information and copies of these tests from the Public School Publishing Company, Bloomington, Illinois.

## *Teacher-Training Facilities Inadequate*

(Concluded from page 430)

pations and more than 1,000,000 boys and girls are receiving training for such occupations. As high as 37 per cent of the high school students in some states, and 50 per cent in some cities, are pursuing commercial curricula. The quality of instruction given these youths for their initial and subsequent positions in business is of consequence not only to the pupils and their parents but to the ultimate economic efficiency of their business community.

"For a quarter of a century, commercial teacher training has been known as 'the educational football.' The most hopeful sign for commercial education in this country is that within the past two years many of the progressive higher institutions have asked for assistance in establishing much-needed curricula for the proper training of teachers of business subjects."

More information relative to the present status of commercial education in the United States will be found in the Office of Education Bulletin, 1931, No. 20. Chapter V of this bulletin deals particularly with the training of commercial teachers.

# The General Business Course in Operation

By Lloyd L. Jones

*The Gregg Publishing Company, Chicago, Illinois*

A NUMBER of us in Commercial Education have been concerned lately with the persistent and consistent manner in which certain phases of modern commercial subjects have been misunderstood. The sturdiest and most lively baby in the entire field of education is now conceded to be located in the junior high school grades. It is what we might call the General Business Course, but what has been often given the name of junior business training, training for business, junior clerical practice, business training, or general business information. Regardless of what we call this subject, let us limit ourselves in this discussion to what we find relative to the General Business Course as it exists today.

In a discussion of this sort, dealing with this type of topic, it is necessary to cover a tremendous amount of territory within a few pages. The philosophy of commercial education ought to be invoked, but that would cover several bulgy textbooks. If we discuss educational psychology, curriculum making, and the various fads of methodology, we ought to set up a program that would give us about sixty semester hours of credit. I am going to take a whole lot for granted because I conceive of the commercial teachers as a most efficient and intelligent group to whom common sense and brevity make the greatest appeal.

## *What Has Happened to Some Commercial Sciences*

As a mild note of warning to start with, it seems that commercial teachers will have to work like everything, not only to get new subjects into the commercial curriculum but also to prevent some we now have from slipping into other departments. The first half of this discussion deals with defining the junior commerce curriculum, finding out about it, what is right with it and what is wrong with it. The second half of the discussion raises the question of what you—and you—and you, as commercial teachers, are going to do about it. For the sake of brevity, I am going to try to ask questions, or at least raise questions, and then attempt to answer them in the light of school administration, college domination, business necessity, and common sense.

In order to shock ourselves out of passive attention to alert action, let me ask what has happened to economics, commercial geog-

raphy, commercial arithmetic, and business English? In many school systems these subjects are gradually slipping from commercial departments into other departments. At one time these subjects were largely considered technical or vocational, and necessary for commercial students only. However, there are many of the aspects of good citizenship in these subjects. Economics has, for the most part, been absorbed into the social-science field. The same thing is largely true of commercial geography. In the junior high school grades, especially the eighth and ninth grades, commercial arithmetic has been absorbed into the general mathematics course. Business English and commercial correspondence are rapidly becoming a part of the regular English course. Probably the matter that is of most interest to commercial teachers is that these subjects are largely taught by people distinctly outside of the commercial department.

## *What Started the Junior Commerce Course*

The necessity for a clerical practice and distinctly vocational course was clearly shown back in 1920 by the Federal Board for Vocational Education. In its "Study of Junior Commercial Occupations," it recommended a clerical training course for boys and girls who were going to go from school immediately into the commercial occupations on a junior level. The junior level includes boys and girls between the ages of fifteen years and eighteen years. This program, then, made a definite appeal to the drop-outs. The Federal Board recommended that we train for twenty-eight commercial jobs in addition to stenographic, typewriting, and bookkeeping jobs. These twenty-eight jobs really became the titles of the various chapters in the early clerical practice or junior business training books. Many details and much practice were given for the potential receiving platform clerk, shipping clerk, order clerk, cashier, file clerk, messenger, office boy, etc.

## *What Developed the Course*

After the establishment of the clerical training courses, several deficiencies were discovered. Pupils did not necessarily drop out of school after completing the course. After taking the course, many did not find the jobs that the course prepared for. An ideal messenger in a textbook was seldom duplicated

in real life. The duties of an office boy listed in a textbook written for New York, Philadelphia, or Boston did not necessarily attach to a job with the same title in some middle-sized city or small town. There was further difficulty because neither academic education nor business accepted the idea that business was simply a series of job pigeonholes. Then, to cap the climax, the commercial teachers themselves realized that clerical training for petty junior office jobs was not enough. The course must also be a good foundation for bookkeeping and stenography. But ever and above it all came the cry of substantial educators for a business course that would be of benefit to all boys and girls regardless of whether or not they were going to drop out of school or whether or not they were going to pursue the commercial course. At this point real curriculum making and planning entered into the problem of making the junior commerce curriculum.

### *Why the Course Developed Slowly at First*

It has been a bitter pill for academic education to swallow, namely: a sordid commercial science raised to the estate of the required social science, mathematics, science, and language courses. Another reason is that business has never taken the interest in commercial education that industry and the trade unions have taken in vocational education. But business is awakening and is beginning to evaluate business education more closely than ever. The neglect of commercial education or business information by general education is shown in the section entitled "Books for Junior High School Libraries," pages 189 to 192 inclusive, *The Journal of the National Education Association* for June of 1929. There are many books listed on such subjects as art, architecture, lettering, interior design, photography, geology, paleontology, fishes, reptiles, engineering, aeronautics, gardening, ancient history, the Civil War, Africa, statistics, stamp collecting, and immigration. But there is *only one book on business* and that is under the title of *Business Methods*; and its title is "Business Forms and Customs for Everyday Use," by L. H. Cadwallader, selling for \$1.20. My question is: Don't the librarians know better? Or haven't commercial teachers been educating the librarians and urging that libraries stock more than one business book for junior high school pupils?

### *What Danger We Stand in Now*

The General Business Course must not be allowed to continue as a narrow clerical training course. If we do allow it to continue, then the conception of it will be no larger

or broader than that given to us by the Superintendent of Schools in one of our large cities. The National Education Association Department of Superintendents made a follow-up study of public school drop-outs and graduates in the city in question. You can read the report in the ninth yearbook of the Department of Superintendents. In a recent issue of *The Nation's Schools*, we read, "Just as the physical machine has displaced hand labor, the business machine has displaced brains." This is the age-old opinion that business is made up of mechanical operations, routine processes, and clerical details that are carried on by machine-like people who are adapted to that kind of thing. But I wonder what 1,600,000 independent storekeepers are doing. What are the 7,000,000 farmers doing? Each one is operating an individual proprietorship.

A statistical agency not long ago announced that there were more than twenty million housewives and mothers in the United States. They are the purchasing agents for their families and the business managers of their homes. Some wag in the educational world said that these women were also the gang bosses of their children and the night watchmen for their husbands. But the point is, these women spend 80 per cent of the total wages and salaries earned in our country. We can ask pointedly: What kind of a business education are we giving the present or potential housewives and mothers? A national authority says that more than 90 per cent of all newspaper, magazine, billboard, and poster advertising is designed to appeal to women. Again, we ask: What are *we* doing about it?

### *What Research is Doing for It*

Many studies of commercial occupations are helping to clarify the position of the commercial sciences in the public, private, and parochial secondary schools. The Federal Board was among the first to make such a study; Anderson made one in Pasadena; Weersing made one in Minnesota, Blackstone in Iowa, Lawrence in Kentucky, Conner and Jones in Cleveland, and Malott in St. Louis. Then along came the scientific curriculum-making period. Bobbitt began the idea with his "consensus of opinion" method of gathering facts; then Charters injected his "job analysis" technique; then Snedden arrived with his "consumer and producer" idea. Among the best materials that form a fact basis for course of study making are "Analysis of Secretarial Traits and Duties" by Charters and Whitley, "Analysis of Bookkeeping Traits and Duties" by Benjamin Strumpf, "Making the Junior Commerce Curriculum—An Analysis of General Clerical Traits and Duties"



by Conner and Jones. These things have placed facts under the junior commercial curriculum. But there are still broader implications if the course meets the demands of the junior high grades.

### *What Junior High School Criteria the Course Must Meet*

There are five criteria that administration uses in evaluating any kind of materials that are considered for the junior high school grades. They can be used as criteria or standards for our own junior commerce course. They are (1) information, (2) guidance, (3) exploration, (4) foundational materials, and (5) vocational practices. In terms of the subject under consideration, the following briefly interprets these five criteria in terms of the junior commerce course:

1. Information—modern, approved by business people, common business knowledges good for all persons.
2. Guidance—plenty of facts about opportunities for work in the business world with distinct emphasis on the idea that the better the education the greater the opportunities.
3. Exploration—a wealth of try-out material with opportunities for pupils to express, define, and refine their vocational preferences.
4. Foundational Materials—an adequate foundation for the stenographic and bookkeeping courses—a requirement for them.
5. Vocational Practice—rich opportunity for precise practice with the modern and common business forms—so that if any pupil drops out of school he will be better prepared to meet his problem of employment; but also the course is organized so that No. 4 above is also equally emphasized.

### *What Some State Departments Think of the Course*

What the state departments of education are thinking about largely illustrates the trend of this course. Pennsylvania had one of the earliest state courses of study in junior business training and, with little change, that course of study still defines the subject in terms of vocational training. New York has recently published a tentative syllabus in what is called "Introduction to Business"; it is beginning to depart from the producers' and workers' business education and puts in some things for consumers. Minnesota recently issued a little three-page booklet called "Concerning a Course in General Business Education," which is recommended as "an essential part of a general education." Indiana recognizes a general business course in lieu of one of the required social science subjects. Now that is a very rapid and very sound development for the general business course in the past ten years. However, the course, if organized along both the consumer and producer line, is definitely headed to take its place as a required subject for one or two

semesters. And why not? Is not a general business course worthy of a place alongside of general science, general home economics, or general shop? Isn't business one of the great fields of life activity? Why not bring the course up to the dignity that is awaiting it by the scientific organization of materials?

### *What Are Some of the Dangers?*

One of the greatest dangers to the development of the general business course is the failure of commercial teachers to generalize and to promote the course as a necessary one and good enough for all pupils. Some of the other departments seem to be absorbing the better materials in this junior business course. One recent textbook in social science has more on banking, finance, transportation, communication, buying, selling, office work, how to get a job, and filing than any junior business training book on the market. Over 60 per cent of a recent home economics textbook is composed of details regarding banking, finance, transportation, communication, buying, selling, clerical practice, and filing. A pad of forms composed of the common business papers accompanies this text.

Now I ask you: Are the social science teachers or the home economics teachers prepared to teach general business? Where did they learn about it? Why doesn't the commercial teacher handle this general business information as well as specific business training? Who is the more competent to do it? If we do not awake we will lose our general business course by sheer carelessness. Of course I recognize that many schools already have junior business training courses, but they are office training or practice courses. Even the titles of the textbooks proclaim them as such. A number of teachers talk about a general business course that combines producer and consumer business education, but these same teachers select a training or practice textbook. The trend of the times is away from training on the junior high school level. Why persist in going contrary to the times? You cannot defend a training or practice course in the eighth or ninth grade. Why fight an old-fashioned losing battle? Why not reorganize our materials and place what we have of business information on a high plane—an equal of any field of endeavor presented to all boys and girls?

### *Summarizing the Junior Commercial Course*

What kind of a summary of this entire junior commercial curriculum can we make? The next six paragraphs deal with this matter. They are not long, but they summarize the best thinking in this field of commercial edu-

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cation. We simply want to be sure that what we have to offer squares with the accepted standards or criteria for materials in our eighth, ninth, and possibly our tenth grades.

### *Whom to Teach*

If we are going to offer a rich and vital program in commercial education, we must be sure that we organize our materials so that they are adapted to the groups for which they are intended. In the lower levels of the secondary school, we must "generalize" our commercial education and offer materials that are good for all boys and girls. The higher we go in the secondary school, the more vocational our commercial sciences necessarily must become so that specialization and intensive training can be given near the end of the high school course. In the junior high school grades boys and girls need materials that will help them to make decisions and assist them in entering the courses best suited to them; on the higher levels we must be sure that we are giving adequate training for business occupations. This squares with the fundamental educational principle of whom to teach.

### *What to Teach*

On the lower levels of the secondary school, particularly in the junior high school grades, the logical course to be offered is the general business course. The objectives of this course are business information, guidance, and exploratory adventures with the materials of business. The objective is not job training. Job training is a secondary or minor objective designed for those who might drop out of school at an early age.

Job analyses are important in determining what to teach. In the junior high school grades, what to teach is determined by what boys and girls are going to do, and most of them continue in school. What we are going to teach on the higher levels likewise depends upon what boys and girls are going to do—those who have elected the commercial subjects are looking forward to employment. It is here that community commercial occupations research studies can be put to good use. It seems, then, that the question of what to teach is intimately associated with the first question of whom to teach.

### *Where to Teach*

The problem of "where to teach" our specific commercial subjects is tempered by "whom to teach" and "what to teach." Perhaps for a time we must be content to keep our commercial subjects in the places in which school administrators have designated. An expansion of our commercial program may

upset the administrative plan. However, we can use what has been said in the preceding two paragraphs as a part of the answer to where to teach our commercial sciences. Local conditions, employment opportunities, your own state laws, and your present course of study will have to be considered. Follow-up studies of drop-outs and graduates will help here. However, the guiding principle is this: Teach the more general commercial sciences on the lower levels for purposes of decision and exploration; teach the technical commercial sciences on the higher levels with definite job training in view. It goes without saying that the skill subjects should be taught as near to the job as possible.

### *Who Shall Teach*

This is a topic very close to the hearts of commercial teachers. Adequate college training, some business experience and considerable community-mindedness are the minimum essentials for commercial teachers. Inasmuch as courses of study and many of the commercial subjects must have local color, the teachers, more than ever, must be community-minded. Methods courses in shorthand and typewriting have been developed to a most satisfactory status. Methods courses in book-keeping are rapidly improving. But the great need today is for courses in methods of teaching the general business course.

There are so many things that the teacher must bring into a general business class in addition to the knowledge of the technical commercial sciences that the commercial teachers must have a broad background. It has been said that the modern teacher is rapidly becoming a research worker. Commercial teachers can use the tools and techniques of research to excellent advantage, because business occupations and business procedures lend themselves admirably to investigation and study. Leadership, therefore, in commercial education will be determined by those who shall teach the general business course to all boys and girls and, in a somewhat diminishing degree, by those who will teach the technical commercial sciences to selected potential office workers. It takes considerable time to train a shorthand or typewriting teacher. By the same token, it takes time to develop good teachers of the general business course. How many are making preparation for this work? And how many training institutions are offering such courses for teachers?

### *How to Teach It*

This refers to method, and undoubtedly the basis of method today is the psychology of the pupil. The new type of approaches to



our commercial sciences are pupil approaches, pupil experience approaches, community approaches, school, home, church, and social approaches. Our methodology, like our training of teachers, is fairly well settled in shorthand, typewriting, and bookkeeping. The rapid development of teacher training in general business courses is tempering a new type of commercial teacher. Inasmuch as the general business course is not arithmetic, is not a record-keeping introduction to bookkeeping, is not routine clerical practice, but a survey of the entire field of business, the newer type of teacher must generalize the technical commercial sciences, or take out of them the citizenship attributes. Why not give boys and girls an exposure or orientation course? Why not present the field of business to all boys and girls just as the other fields of life activity are presented? Does not business have as much in citizenship value as any other subject? The answers to these questions will temper our answer to "How to teach it."

### *What to Do About It*

When we understand precisely what the course is, then we can develop adequate methods for putting it across. Inasmuch as it is not a clerical office practice course, more adequate methods of teaching it must be developed.

In lifting the commercial sciences to their deservedly recognized place in the educational

world, we must realize that it cannot be done overnight. The commercial sciences are undergoing a steady and healthy growth. The junior business education course, sturdy and strong, is advancing most rapidly. Commercial teachers should be alive to the rapid strides in this field. If commercial teachers are going to speak with authority and conviction upon "Tendencies in Curriculum Making," in so far as they affect the commercial subjects, then the teachers need to speak in terms that the academic administrator will understand.

There are some of our commercial subjects that are under fire today. We must defend some of them. How can we do it unless we understand the importance of sound curriculum making? If we wish to expand some of our commercial subjects and give special emphasis to some of them, then we must start with our school systems as they are; we must understand them; we must see that our commercial education material is organized upon just as fine and high and stable and educational a basis as the subjects that are recognized as college preparatory and necessary for all pupils. If we combine what has been said in the preceding five paragraphs, we have the basis of "What to Do" in expanding, enriching, "generalizing," and uplifting our program in the commercial courses. These considerations are what I believe to be the foundations of our general business course.

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*Program of the  
Coming Meeting of the Department of Business Education  
National Education Association*

*Hotel Jefferson, Atlantic City, New Jersey, June 28, 29*

GENERAL THEME: LOOKING AHEAD IN EDUCATION FOR BUSINESS

*Program Chairman, Dr. Paul S. Lomax, New York University, New York City*

*Tuesday Afternoon*

*Presiding, Albert E. Bullock, President, Department of Business Education*

- FIRST SESSION.....1:45 TO 4:20 O'CLOCK  
ADDRESS OF WELCOME, by the President of the High School Commercial Teachers' Association of New Jersey, Memorial High School, West New York, New Jersey.  
WHAT EACH AND EVERY CITIZEN SHOULD KNOW ABOUT BUSINESS, by Dr. Lee Galloway, Vice President, Alexander Hamilton Institute, New York City.  
FOR WHAT PRINCIPAL KINDS OF BUSINESS POSITIONS ARE HIGH SCHOOL GRADUATES WANTED? TO WHAT EXTENT AND IN WHAT WAYS, IF ANY, IS SPECIAL OR TECHNICAL BUSINESS EDUCATION NEEDED? by Eric Nicol, Personnel Manager, Western Union Telegraph Co., New York City.  
LOOKING AHEAD IN BOOKKEEPING AND ACCOUNTING INSTRUCTION, by Charles E. Bowman, Head, Commercial Department, Girard College, Philadelphia, Pennsylvania.  
LOOKING AHEAD IN SHORTHAND AND SECRETARIAL INSTRUCTION, by Helen Reynolds, Assistant Professor of Secretarial Studies, Ohio University, Athens.  
LOOKING AHEAD IN OFFICE PRACTICE INSTRUCTION (INCLUDING BOTH BOOKKEEPING AND SHORTHAND GROUPS OF PUPILS) by Raymond C. Goodfellow, Director of Commercial Education, Public Schools, Newark, New Jersey.  
DISCUSSION, led by John G. Kirk, Director of Commercial Education, Public Schools, Philadelphia, Pennsylvania.

*Wednesday Noon*

*Presiding, Earl W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.*

- SECOND SESSION—LUNCHEON MEETING.....12:15 TO 1:45 O'CLOCK  
A BON VOYAGE TO THE AMERICAN DELEGATION TO THE LONDON CONVENTION OF THE INTERNATIONAL SOCIETY OF COMMERCIAL EDUCATION, July 25-29.  
RESPONSE, by Dr. John Robert Gregg, President, American Chapter, International Society for Commercial Education.

*Wednesday Afternoon*

*Presiding, Helen Reynolds, Vice President, Department of Business Education*

- THIRD SESSION.....1:45 TO 2:15 O'CLOCK  
LOOKING AHEAD IN EDUCATION FOR SELLING OCCUPATIONS, by Earl W. Barnhart.  
LOOKING AHEAD IN JUNIOR BUSINESS TRAINING INSTRUCTION, by Frederick G. Nichols, Associate Professor of Education, Graduate School of Education, Harvard University, Cambridge.  
LOOKING AHEAD IN SOCIAL-BUSINESS INSTRUCTION IN SECONDARY SCHOOLS, by Dr. Herbert A. Towne, Assistant Professor of Education, School of Education, New York University, New York City.  
PRESIDENT'S ADDRESS: POSSIBLE SERVICES OF THE DEPARTMENT OF BUSINESS EDUCATION TO BUSINESS TEACHERS, by A. E. Bullock, Director of Commercial Education, Public Schools, Los Angeles, California.  
REPORT OF THE CONSTITUTION COMMITTEE, by Helen Reynolds.  
BUSINESS MEETING      REPORT OF NOMINATING COMMITTEE      ELECTION OF OFFICERS

## Spring Conventions

### Western Pennsylvania Commercial Teachers' Association

*Held at Pittsburgh, April 8, 9, 1932*

THE semiannual meeting of the Western Pennsylvania Commercial Teachers' Association was held in Pittsburgh, April 8 and 9. President P. S. Spangler, of Duff's Iron City College, and his Program Chairman, Dr. Elmer G. Miller, director of Commercial Education in the Pittsburgh public schools, had provided a comprehensive and well-balanced program built around the objective, COMMERCIAL EDUCATION IN THE CLASSROOM.

#### *To Be Called "Tri-State" Association*

No organization of commercial teachers has grown more rapidly and substantially than the Western Pennsylvania Commercial Teachers' Association. With Dr. Miller as sponsor, and his happy family of commercial teachers as a nucleus, this Association has expanded until it was voted this year to change the organization name to "Tri-State Commercial Teachers' Association." Even this geographical designation is not sufficiently comprehensive, as more than a dozen states were represented at this year's convention. Among the five hundred attending delegates were many of the outstanding commercial teachers in the immediate area served by the convention; also notable leaders in academic education—city and county superintendents, normal and high school principals.

#### *Meetings Fulfill President Spangler's Expectations*

The opening meeting, held in the commodious and specially decorated home of Duff's Iron City College on Friday evening, April 8, gave the convention an overtone of good fellowship which characterized all the sessions.

At the general convocation held on Saturday, April 9, in the auditorium of the Frick Training School, President Spangler gave a stirring presidential address, and Harry Collins Spillman, educational director for the Gregg Publishing Company, spoke most effectively to the topic *THERE'S A NEW WIND BLOWING THROUGH THE WORLD*.

The Convention Luncheon was held in the beautiful Georgian dining room of Webster Hall. By the artful hand of A. E. Cole, of

Langley High School, past president of the Association, a feast of viands and entertainment had been arranged. Special music supplied by the Allerdice High School Little Symphony and Trumpet Club was of an exceptionally high order. More than three hundred were in attendance, with Captain William McKee, of Westminster College, acting as toastmaster. In the absence of Governor Pinchot, who had been expected to speak, Reverend Petty, a nationally-known Pittsburgh minister, gave a humorous address that was spiced with wholesome philosophy.

Nine Round Tables were held on Saturday, the agenda of which ranged the whole field of commercial teaching. Actual schoolroom problems were discussed by recognized specialists in the respective subjects. President Spangler had declared beforehand "in twenty-five years of contact with commercial teachers' conventions I feel no more promising program for teacher helpfulness has been provided." The general reaction was that this promise had been fulfilled.

#### *Round Table Programs*

The following round tables were held:

##### *BEGINNING TYPEWRITING*

*Chairman: Myrtle Wylie, Latimer Junior High School, Pittsburgh*

*DEMONSTRATION—L. W. Korona, Allerdice High School, Pittsburgh. Speakers: R. F. Webb, State Teachers College, Indiana; Clyde E. Rowe, High School, Wilkinsburg.*

##### *BEGINNING SHORTHAND*

*Chairman: Emma Schrempf, Westinghouse High School, Pittsburgh*

*DEMONSTRATION—Clarissa Hills, High School, Johnstown. Speaker: Mrs. Margaret H. Ely, Carnegie Institute of Technology, Pittsburgh.*

##### *DICTION AND TRANSCRIPTION*

*Chairman: Donna Cooperider, South Hills High School, Pittsburgh*

*Speaker: A. C. Drumheller, High School, Latrobe.*

##### *BUSINESS LAW AND ECONOMICS*

*Chairman: Mary C. Donnelly, David B. Oliver, Junior-Senior High School, Pittsburgh*

*Speakers: George C. Stover, High School, Sharon; Harvey P. Roberts, Schenley High School, Pittsburgh.*

## ARITHMETIC AND RAPID CALCULATION

*Chairman: Maud Clayton, David B. Oliver Junior-Senior High School, Pittsburgh*

**DEMONSTRATION**—*Floyd Wheelen, Schenley High School, Pittsburgh; Victor Rubert, Schenley High School, Pittsburgh; Maud Woods, High School, McKeesport; Sophia H. Ervin, Wheeling High School, Wheeling, West Virginia; Lillian J. Russell, East High School, Youngstown, Ohio.*

## GENERAL BUSINESS TRAINING

*Chairman: Margaret Worley, Southside Senior High School, Pittsburgh*

**Speakers:** *N. B. Curtis, Westinghouse High School, Pittsburgh; Hazel Blum, High School, Wheeling, West Virginia.*

## BUSINESS ENGLISH

*Chairman: Lucy S. McCarthy, Schenley High School, Pittsburgh*

**Speakers:** *Ethel L. Farrell, State Teachers College, Indiana; J. Walter Ross, South Hills High School, Pittsburgh.*

## COMMERCIAL TEACHER TRAINING

**Speakers:** *R. G. Walters, Grove City College, Grove City; G. G. Hill, State Teachers College, Indiana.*

## BOOKKEEPING

*Chairman: Agnes Sullivan, Peabody High School, Pittsburgh*

**Speaker:** *W. C. Wallace, New York University, New York.*

## National Association of Commercial Teacher Training Institutions

**P**RESIDENT C. M. YODER of State Teachers College, Whitewater, Wisconsin, prepared a most interesting program for the annual conference of the National Association of Commercial Teacher Training Institutions, which held its meeting in connection with the meeting of the Department of Superintendence of the National Education Association, at Washington, February 25. The secretary of the Association, Miss Helen Reynolds, of Ohio University, has sent us the following program of the Conference:

AN EXPRESSION OF WELCOME by *Miss Bess Goodykoonts*, Assistant Commissioner of Education, United States Office of Education, Washington, D. C.

REPORT OF COMMITTEE (continued) "To Formulate a Statement of the Obligations and Position of Business Education in our Social and Economic Order," by *F. G. Nichols* (read by *Paul A. Carlson*, State Teachers College, Whitewater, Wisconsin). Committee members: *F. G. Nichols*, Associate Professor, Graduate School of Education, Harvard University; *Alfred Sorenson*, University of California; *J. H. Dodd*, Fredericksburg State Teachers College; *Paul A. Carlson*, Whitewater State Teachers College.

THE COMMERCIAL TEACHER AND THE NATIONAL SURVEY OF THE EDUCATION OF TEACHERS—*G. C. Gamble*, Senior Specialist in Educational Surveys, United States Office of Education, Washington, D. C.

PROBLEMS AND PRACTICES IN THE SELECTION OF PROSPECTIVE COMMERCIAL TEACHERS (a) From the Standpoint of Undergraduate Training—*M. E. Studebaker*, Ball State Teachers College, Muncie, Indiana (Mr. Studebaker's paper was read by *Vernal H. Carmichael*, Ball State Teachers College) (b) From the Standpoint of Graduate Training—*George E. Myers*, Professor of Vocational Education and Guidance, University of Michigan, Ann Arbor.

NEEDED RESEARCH AND SOURCES OF MATERIAL FOR RESEARCH PROJECTS IN THE SELECTION, GUIDANCE, AND PREPARATION OF COMMERCIAL TEACHERS (a) From the Standpoint of Undergraduate Training—

*R. G. Walters*, Grove City College, Grove City, Pennsylvania (b) From the Standpoint of Graduate Training—*Dr. Paul S. Lomas*, Professor of Education, New York University.

VITAL SUGGESTIONS AND DEFINITE PROPOSALS FOR RESEARCH PROJECTS LOOKING FORWARD TO A PROGRAM OF ELEVATION OF STANDARDS IN CERTIFICATION AND SERVICE OF COMMERCIAL TEACHERS (a) From the Viewpoint of the United States Office of Education—*J. O. Malott*, Specialist in Commercial Education, United States Office of Education, Washington, D. C. (b) From the Viewpoint of a State Director of Commercial Education—*L. A. Rice*, Assistant in Secondary Education, State Department of Public Instruction, Trenton, New Jersey.

The Association decided to base its program for the coming year on the investigation of the status of teacher training in the United States that has been made by Dr. Evenden and Dr. Gamble. The Association is also to consider as the basis for a continued program of research the various phases and influences of business education as revealed in the report made by Professor Nichols, as chairman of the committee on the place of commercial education in our social and economic order.

E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., was in charge of the program and local arrangements for this conference.

The following officers and directors were elected for 1932-33.

PRESIDENT, *Helen Reynolds*, Ohio University, Athens, Ohio

VICE PRESIDENT, *G. G. Hill*, Indiana State Teachers College, Indiana, Pennsylvania

SECRETARY, *Lucy Hill*, University of Nebraska, Lincoln, Nebraska

TREASURER, *Paul A. Carlson*, State Teachers College, Whitewater, Wisconsin

DIRECTORS, *C. M. Yoder*, Whitewater State Teachers College, Whitewater, Wisconsin; *M. E. Studebaker*, Ball State Teachers College, Muncie, Indiana; *F. G. Nichols*, Harvard University, Cambridge, Massachusetts; *Paul S. Lomas*, New York University, New York; *E. G. Blackstone*, University of Iowa, Iowa City



# New York City Gregg Shorthand Teachers' Association

and the

## Commercial Education Association of New York City and Vicinity

Hotel Pennsylvania, New York, N. Y., April 30, 1932

THE April meeting of the New York City Gregg Shorthand Teachers' Association was held in conjunction with the Commercial Education Association of New York City and Vicinity. It took on an international aspect when Dr. J. J. Findlay, Honorary Professor of Education in the University of Manchester, England, gave an address on the PSYCHOLOGY OF SKILL IN SHORTHAND LEARNING AND IN LANGUAGE LEARNING, and demonstrated his method of teaching a language with phonograph records that brought voices direct from Paris and Berlin.

Dr. Findlay emphasized the similarity between the fundamental principles of the learning of shorthand and a foreign language. During the learning period, language should be listened to at the rate of speed of ordinary conversation, he pointed out. Shorthand also should be written as soon as possible at the average dictation rate and not *drawn*. The shorthand dictation records exemplified this point in the same manner as the French and German records showed the natural speed of spoken language.

Lila W. Brock, commercial instructor at Central High School, Newark, New Jersey, gave an excellent paper on SHORTHAND REMEDIAL TEACHING, and Etta C. Skene, shorthand instructor in the School of Education, New York University, dealt effectively with TYPEWRITING REMEDIAL TEACHING.

Mrs. Emma Felter, chairman of the Shorthand and Typewriting Department, Walton High School, New York, spoke on MY REACTION TO DIAGNOSTIC TESTING AND REMEDIAL TEACHING IN TABULATION. Mrs. Felter had prepared an excellent series of drills which were distributed to the audience to illustrate her talk.

### New Officers

The following officers of the Gregg Shorthand Teachers' Association were elected for 1932-33:

PRESIDENT, C. O. Thompson, Associate Principal, Mount Vernon High School, Mount Vernon, New York

VICE PRESIDENTS, Mrs. Frank Arnold, First Assistant, Shorthand Department, Eastern District High School, Brooklyn; James Telfer, Head, Shorthand Department, Central High School, Newark, New Jersey; Alice Ottun, Director, Shorthand Department, Pace Institute, New York  
SECRETARY-TREASURER, A. A. Bowle, The Gregg Publishing Company, New York

### C. E. A. Section Meetings

THE following section meetings of the Commercial Education Association were held:

#### ACCOUNTING, LAW, AND BUSINESS MATHEMATICS

Presiding Officer: Emanuel Edelson, First Assistant, Accounting and Law Department, James Madison High School, Brooklyn

THE PREPARATION OF DIAGNOSTIC TESTS COVERING THE FIRST YEAR OF BOOKKEEPING—Margaret G. Fay, Chairman, Accounting Department, Abraham Lincoln High School, Brooklyn; THE STATISTICS OBTAINED FROM ADMINISTRATION OF THESE TESTS—Harry Kessler, Chairman, Accounting Department, Walton High School, New York; CONCLUSIONS AND SUGGESTED REMEDIAL TEACHING—Maurice Gottlieb, Chairman, Accounting Department, Seward Park High School, New York; THE DIAGNOSIS AND CORRECTION OF PUPILS' MISTAKES IN CONNECTION WITH THE FORMAL SIDE OF BOOKKEEPING—Abraham Deutsch, Bookkeeping Instructor, George Washington High School, New York.

#### ADMINISTRATION AND TEACHER TRAINING

Presiding Officer: John V. Walsh, First Assistant, Shorthand and Typewriting Department, Morris High School, New York City

PROBLEMS IN SCHOOL ORGANIZATION—Peter Agnew, Instructor in Business Education, New York University, New York; Alexander S. Massell, Principal, Central Commercial Continuation School, New York.

#### SALESMANSHIP AND ADVERTISING

Presiding Officer: May Putnam

WEAKNESS OF PRESENT-DAY SALESMANSHIP, AND OUR EFFORTS TO CORRECT THIS—Genevieve Gordon, Training Director, B. Altman & Company, New York.

### Luncheon and Afternoon Addresses

The morning section meetings were followed by a luncheon under the auspices of the C. E. A., after which Robert E. Simon, Past-

President of the Parent-Teachers' Association of New York City, spoke on THE BUSINESS TEACHER IN OUR SCHEME OF EDUCATION.

Homer S. Pace, Founder of Pace Institute, New York, gave his own interpretation of the BUSINESS DEPRESSION AND ITS RELATION TO EDUCATION.

Both Mr. Simon and Mr. Pace brought to the teachers a business man's point of view toward commercial education and, in so doing, made an exceedingly valuable contribution to the program of the Association.

### *New C. E. A. Officers*

The following officers of the Commercial Education Association were elected for the year, 1932-33:

PRESIDENT, *Joseph C. Myer*, Dean, St. John's College, Brooklyn

FIRST VICE PRESIDENT, *Frank J. Arnold*, Teacher in Charge, Haaren High School, New York

SECOND VICE PRESIDENT, *H. C. Schermerhorn*, Principal, Merchants and Bankers School, New York

TREASURER, *Hewry Smithline*, Chairman, Accounting Department, Grover Cleveland High School, New York

SECRETARY, *Mrs. Sadie Krupp Newman*, Chairman, Shorthand and Typewriting Department, Thomas Jefferson High School, Brooklyn

EDITOR, *Simon J. Jason*, Administrative Assistant in charge of Commercial Work, Walton High School, New York

EXECUTIVE COMMITTEE: *William R. Hayward*, Principal, Theodore Roosevelt High School, New York; *Michael H. Lucey*, Principal, Julia Richman High School, New York; *Rose H. Scholl*, Burroughs Adding Machine Company, New York

### *Yearbook to Contain Complete Report*

A complete report of the proceedings of this conference will appear in the Yearbook of the Association, which may be purchased by non-members of the C. E. A. from Simon J. Jason, Walton High School, New York, N. Y.

## *Ohio Meetings*

OHIO COMMERCIAL TEACHERS' ASSOCIATION, held at Columbus, Ohio, April 8, 1932.

### *Speakers:*

*Dr. Arch D. Schultz*, Director of Research, Ohio Chamber of Commerce—WHAT THE COMMERCIAL TEACHER OWES TO BUSINESS (paper read by *Carl S. Dixon*, Assistant Secretary, Ohio Chamber of Commerce); *C. D. Cocanower*, Head of Commercial Department, Riley High School, South Bend, Indiana—MEETING THE COMMERCIAL NEEDS OF HIGH SCHOOL PUPILS; *Helen Reynolds*, Ohio University, Athens—discussion. (The paper prepared by Mr. Schultz and read by Mr. Dixon will be published in full in one of our fall issues.)

### *New Officers:*

PRESIDENT: *E. G. Knepper*, Head of Commercial Teacher Training Department, Bowling Green Teachers College, Bowling Green

VICE PRESIDENT: *Irving R. Garbutt*, Director of Commercial Education, Cincinnati

SECRETARY TREASURER: *Arden L. Allyn*, Principal, Bliss College, Columbus

Date and Place of Next Meeting: Between Christmas and New Year's at Columbus.

OHIO STATE UNIVERSITY EDUCATION CONFERENCE, Commercial Education Section, Columbus, April 8, 1932. Chairman: *Dr. H. H. Maynard*, Ohio State University, Columbus.

### *Speakers:*

*Dr. Paul S. Lomax*, Professor of Commercial Education, New York University, New York City—BUSINESS EDUCATION IN A SCIENTIFIC AGE; *Juvenilia Caseman*, Hutchinson High School, Buffalo, New York—YOUR RELATION TO THE BUSINESS WORLD.

Date and Place of Next Meeting: April, 1933, Columbus.

## *Beacom College Conference*

Wilmington, Delaware, April 8, 9, 1932

THE Second Annual Teachers' Conference held under the auspices of Beacom College was highly successful. The conference extended over two days. Walter C. Lowrie was chairman of the program for the first day and John G. Leach, assistant director of education at Beacom College, for the second day.

At some recent commercial conventions a "Convention Theme" has been assigned to which all speakers are expected to adhere. Although in this annual conference no theme was assigned, without any collusion on the part of the speakers, the effect of the talks as a whole was that the theme "Practicality" had been chosen. Each of the speakers clung very closely to classroom realities and the few flights of theory always made a safe landing on the field of practical pedagogy.

### *Intelligence Tests*

Dr. W. A. Wilkinson, of the School of Education of the University of Delaware, is to be particularly commended on his common-sense presentation of the subject of intelligence testing. The intelligence tests and I. Q.'s, which have been such a fetish among educators of recent years, are, as he says, good servants but dangerous masters. Dr. Wilkinson emphasized the two weaknesses of the I. Q.:

1. Some students have developed a technique of taking the examinations, which is apt to give them an I. Q. higher than they deserve, or, conversely, some students, through nervousness or misunderstanding of the form of the test, obtain a lower I. Q. than they deserve.

2. The factor of interest or lack of interest will often vitiate for any one subject the results of an intelligence test. An interested student with a low I. Q. will do much better work than an uninterested student with a high I. Q.

### *Urges High School Work as Prerequisite*

E. H. Norman, president of the Baltimore Business College, and president also of the National Commercial Teachers' Federation, strongly advocated the practical value to the student of completing a four-year high school course before entering a business school.

### *State Raises Standard for Certification*

H. V. Holloway, State Superintendent of Public Instruction, in opening the conference, made the first announcement of new regulations of his Department raising the standards for commercial teachers. Although such increases in the amount of preparation required for certification may in some individual instances work hardship, there is no question that they are for the good of the commercial teaching profession in general.

The complete program of the conference follows:

#### *Friday's Session*

ADDRESS OF WELCOME—J. W. Hiron, Vice President, Beacom College, Wilmington; WHAT BUSINESS EXPECTS OF THE BEGINNER—Gilbert T. Stephenson, Vice President, Equitable Trust Company; TYPEWRITING DEMONSTRATION—George E. Hossfeld, World's Champion Typist; PENMANSHIP FOR BUSINESS—W. H. Beacom, President, Beacom College.

EXHIBITS—H. F. Hudson, Chairman.

#### *Saturday's Session*

ADDRESS OF WELCOME—John G. Leach, Assistant Director of Education, Beacom College; OPENING OF CONFERENCE—H. V. Holloway, State Superintendent of Public Instruction; INTELLIGENCE TESTING—W. A. Wilkinson, School of Education, University of Delaware, Newark; EFFECTIVE METHODS OF TEACHING TYPEWRITING—L. May Eisenhart, Katharine Gibbs School, New York; THE COMMON SENSE OF SHORTHAND TEACHING—Louis A. Leslie, Assistant Comptroller, The Gregg Publishing Company, New York.

LUNCHEON—Chairman: A. Raymond Jackson, Secretary, Beacom College. Speaker: E. H. Norman, FUNDAMENTALS OF EDUCATION.

## *Illinois Conference*

COMMERCIAL TEACHERS' CONFERENCE, held at State Teachers College, Macomb, Illinois, April 16, 1932. Speakers:

Helen W. Evans, Gregg College, Chicago, Illinois—HOW TO DEVELOP SPEED IN SHORTHAND; J. L. Brawford, H. M. Rowe Company, Baltimore, Maryland—WHAT THE BUSINESS MAN EXPECTS OF CLERICAL HELP; Prof. D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania—TEACHING TYPEWRITING TO BEGINNERS; Earl Grigsby, Macomb—COMMERCIAL LAW FROM THE LAWYER'S VIEWPOINT.

#### *New Committee:*

Dr. Clyde Beighey, Western Illinois State Teachers College, Macomb; Erwin Hayes, Galesburg; F. O. Miller, Beardstown; Edna Jamison, Biggsville.

(A brief summary of the Indiana Teacher Training Conference and the meetings of the commercial section of the Michigan Schoolmasters' Club and the New York Business Education Association appears on page 471.)

## *Goldey College Conference*

Wilmington, Delaware, April 16, 1932

ONE of this year's most important conferences for commercial teachers was held this spring at Goldey College. The first speaker at the conference was J. W. Baker, president of the Southwestern Publishing Company.

### *Importance of Bookkeeping*

Mr. Baker's topic was MODERN METHODS IN TEACHING BOOKKEEPING. He said in part:

"A knowledge of bookkeeping is necessary for an understanding of business because it is based upon the fact that all property signifies ownership. Of course, the records must be summarized and interpreted in the light of fundamental principles learned the first day. So far as modern methods are concerned, all lessons in bookkeeping are simple applications of the fundamental principles—motivated by showing the increasing importance of the subject."

### *Typewriter Procedures*

Following Mr. Baker, Mrs. Frances Doub North, of Western High School, Baltimore, Maryland, gave an excellent address on TESTED PROCEDURES IN THE TEACHING OF TYPEWRITING.

According to Mrs. North, "The teacher must know not only the technique of typewriting, but also know the psychology of skill building. Higher standards can be set for each year and each class period be made an adventure in experimental psychology. After all is said and done, the measure of the good teaching of typewriting is by pupil progress. Initial rapid pupil progress over the keyboard, the use of charts, records, marking systems, tests and remedial teaching are the earmarks of the tested procedures in the teaching of typewriting in Western High School, Baltimore."

J. E. Fuller, vice president of Goldey College, chose for his address, *TEACHING SPELLING VERSUS PRONOUNCING WORDS*. The best way to train pupils in spelling, Mr. Fuller said, is "(1) to classify them on the basis of elimination tests, (2) to treat each group differently, (3) to classify words on the basis of frequency, unphonetic combinations, 'demons,' and definitions. Drill upon pronunciation, eye-memory recognition, family identification, letter sounds, diacritical marks, and interestingly stated principles constitute the essence of the method outlined."

### *General Business Science*

The subject of *JUNIOR BUSINESS EDUCATION* was presented most interestingly by Lloyd L. Jones, of the Gregg Publishing Company.

"Delaware child-accounting figures and census reports show that approximately one-half of the drop-outs and graduates of the secondary schools of the state go directly or indirectly into business occupations. They all have to live in some business community. Therefore, the commercial teachers must plan to offer some general business information courses. On the junior high school level, courses in general science, general mathematics, general social science, general language, general shop, and general home economics are already being offered to all boys and girls. But where does the general business course come in? The answer to that question is in the hands of the commercial teachers."

### *Development in Guidance and Supervision Paramount*

The final address of the conference was delivered by J. O. Malott, Specialist in Commercial Education, United States Office of Education, Washington, D. C. Mr. Malott had chosen for his subject, *LATEST DEVELOPMENTS IN COMMERCIAL EDUCATION*. He told the assembled teachers that, "Unless commercial teachers participate in commercial occupations surveys, in job analyses, and in the setting up of standards of employment and promotion, commercial education is bound to suffer. This is the basis of scientific curriculum revision—the order of the day."

"Our responsibilities are great because we are charged with the guidance, training, and placement of boys and girls. Some of the problems can be solved only by more concentrated work by commercial teacher organizations. The increased enrollments in the commercial subjects mean that we must offer more in the way of guidance and general business information. The next problem is state supervision of commercial education. This is coming, because fifty-two per cent of all the pupils enrolled in vocational courses are commercial; but we have only two per cent of the supervision. It seems as though we must learn to depend upon group influence, which can only be reflected in stronger and more aggressive commercial-teacher organizations."



## *Report of the Eastern Commercial Teachers' Association Convention*

(Continued from page 438)

drills for incorrect typewriter manipulation covering both letter and non-letter errors. His discussion and suggestions were exceedingly practical and concrete. He modestly declared at the outset that they were not offered as the result of scientific experimentation, but rather as the result of careful selection and observation. He emphasized that corrective practice which did not treat the true cause of the error was worthless and presented his suggested drills with the frank statement that if they did not touch upon this true cause in any given case the teacher should adapt them to meet the situation.

He emphasized that "the time for taking proper corrective measures is *after* good teaching; and that the application of corrective drills is not a teaching procedure. It is a negative procedure and should not be over-

emphasized." He outlined definite ways to measure the effectiveness of each type of corrective drill so as to eliminate the loss of time and effort which accompanies too much formal corrective work.

### *Office Practice Section*

*Under Direction of Louis A. Rice*

*Chairman, Earl Tbrap, East Side High School, Newark, New Jersey*

*Commentator, Dr. Paul S. Lomax, Professor of Education, New York University, New York City*

*PLANNING AN ITINERARY—A. Myrtle Hensor, Princeton High School, Princeton, New Jersey.* Many people are strangely helpless in dealing with a railroad time-table. Some



practice in planning itineraries and reading boat and railroad time-tables should be given the student not only for possible use in the business office to serve a future employer, but also for the personal benefit which he will derive.

**ORGANIZING OFFICE PRACTICE CLASS TO HANDLE WORK FOR THE SCHOOL OR FOR OTHERS**—*Virginia McGivney, Julia Richman High School, New York.* High school students should be trained for office work of a general nature. Shorthand, typewriting, and bookkeeping skills alone are not sufficient. Training passes the elementary stage only when reinforced by experience such as can only be had by doing the actual work of the schools for which the student must take responsibility.

**INTRODUCTORY LESSON ON THE CALCULATING MACHINE**—*Norman J. Wolfe, Central Commercial Continuation School, New York.* Expert use of the calculating machine is the goal to be attained, not simply the ability to find one's way around the keyboard. Keyboard speed on the calculating machine must be obtained by direct drills just as are necessary for keyboard speed on the typewriter. After speed on the keyboard has been attained students are ready for practical problems in the use of the machine.

### *Bookkeeping Section*

*Under Direction of Mrs. Cora B. True*

*Chairman, Charles E. Bowman, Girard College, Philadelphia, Pennsylvania*

*Commentator, Herbert A. Tenne, Instructor in Education, New York University, New York City*

**TEACHING THE PROFIT AND LOSS STATEMENT**—*Don T. Deal, Head of Commercial Department, Senior High School, Trenton, New Jersey.* Principles, not methods, should be taught. The topic should be presented in a general way. It is necessary for the teacher to keep in touch with bookkeeping as it is being done in business. The general principle is the same, although the details involved in attaining results are different. There is a reason for everything that is done in bookkeeping, and the pupil should be taught to think out reasons. The teacher should proceed from the known to the unknown. The pupil should be taught to understand thoroughly the various ways and means of preparing financial statements.

**TEACHING CLOSING AND ADJUSTING ENTRIES**—*Hastings Hawkes, Dean, Becker College, Worcester, Massachusetts.* By the use of a blackboard illustration the pupil can best be taught what these entries are and how they function. This illustration should be followed by a number of problems to be worked out to

drive home the principles involved. The pupil should be taught the importance of accompanying each entry with complete explanations.

**TEACHING OPENING A NEW SET OF BOOKS**—*Clarence B. Brouillette, Head of Commercial Department, School of Commercial Sciences, Woonsocket, Rhode Island.* Launching the pupil into set work immediately is a dangerous procedure. Great care should be exercised in preparing the student for this work by first familiarizing him with the tools he is to work with. A careful study of the words he will be called upon to use in his work is an example of one of the many devices a teacher can use in giving the pupil this necessary preparation.

### *Salesmanship and Advertising Section*

*Under Direction of E. S. Donoho*

*Chairman, John W. Wingate, Assistant Professor of Merchandising, New York University, New York City*  
*Commentator, Bernard Mullins, Cunniff High School, Staten Island, New York*

**SERVICE SHOPPING AND DEMONSTRATION SALES IN THE TEACHING OF SALESMANSHIP**—*Thelma Townsend, Training Director, James A. Hearn & Sons, New York City.* There are three ways of teaching salesmanship: (1) the lecture method, (2) the use of demonstration sales, (3) the use of shopping reports. It is Miss Townsend's opinion that the most successful classes are the ones in which the student finds out for himself what salesmanship really is. This, she explained, may be done most successfully by means of shopping reports. These should contain such questions as:

How did the salesperson approach you?  
What did she say?  
What did you ask for?  
Exactly what did she show you?  
How did she display the merchandise?  
What selling points were brought out?  
Did she interest you in any other merchandise in this or other departments?  
What was the salesperson's closing remark?

In filling out such reports, the student will be more conscious of and will analyze the salesperson. This is a much more interesting way of presenting the subject than the lecture method.

Another successful method is the use of demonstration sales. Many department stores employ this method in training their new salespeople.

**MEETING SALES OBJECTIONS**—*O. Preston Robinson, School of Retailing, New York University, and Grace Griffith, Central Commercial Continuation School, New York City.*

Mr. Robinson explained that their plan for teaching students how to meet sales objections covers five daily lessons. On Tuesday he takes up (1) The Nature of Sales Resistance. There are two kinds of sales resistance—real objections and excuses. The student must learn to differentiate between these two if he is to become a successful salesperson.

Wednesday is given over to (2) Excuses and How to Overcome Them. The teacher should explain how to handle trivial excuses. One simple way of doing this is by appealing to the customer's pride, agreeing with her; then turning the trivial excuse into a selling point. It is important that the salesperson become familiar with the common excuses or objections to merchandise in her department. Then she is prepared to answer these objections and turn them into selling points.

Thursday the teacher takes up (3) The Answering of Real Objections. She might prepare a list of questions dealing with real objections, and on Friday she continues the same lesson by (4) having the students answer the previous day's questions. The teacher should have the students prepare sales reports over the week-end.

Monday there should be (5) a discussion of these reports and some demonstration sales.

**SELECTING THE ADVERTISING MEDIUM—***Kenneth Collins, Executive Vice President and Publicity Director, R. H. Macy & Company, New York.* Mr. Collins has no formula for teaching advertising. The first thing he expects of his applicants is that they know a great deal about what they are advertising. The average advertising man or woman goes into a client's office, takes a quick glance at what he is going to write about, rushes out and spends thousands of dollars of his client's money on an ad about something of which he knows practically nothing.

The qualifications of a good advertising person are: (1) He should be very enthusiastic. Advertising is very enthusiastic selling put into print. (2) He should have a knowledge of people. (3) The ability to write well is, of course, taken for granted. However, the person should develop a good style of writing and stick to that style if he wishes to become successful.

In hiring applicants for advertising jobs, Mr. Collins usually picks a man or woman just out of college, places him in a department; has him do a little selling until he becomes familiar with what he is going to sell; then asks him to write an ad. When this is done, he judges the ad. If it is overwritten, he sings it to the person who wrote it; if it lists colors, prices, etc., he makes his voice leaden when reading it, and usually ends by "falling asleep." After criticising a few ads in this manner the advertiser soon knows the kind of ad he should write.

A good plan, which Mr. Collins had adopted, is to have the advertiser tell him all about the product he is trying to write about. Let him get just as excited and enthusiastic as he can. Have a stenographer, hidden in a dark corner, take notes on everything said. Invariably he gets a good ad by employing this method.

The most important thing to remember is "to write your own ad and never copy what others have written."

## Economics Section

### Under Direction of John F. Robinson

*Chairman, Catherine F. Nulty, University of Vermont, Burlington, Vermont*

*Commentator, Noel P. Laird, Franklin and Marshall College, Lancaster, Pennsylvania*

**THE BUSINESS CYCLE—***Henry G. Russell, Bulkeley High School, Hartford, Connecticut.* Mr. Russell was not able to be present, but his paper was most ably read by Rufus Stickney, Boston Clerical School, Boston, Massachusetts. Mr. Russell mentioned three reasons for studying the business cycle:

1. To awaken in the student an appreciation and ability to measure economic values.
2. To correlate the elementary laws of production, distribution, and consumption.
3. To aim in the most practical way to give the student first-hand experience with economic problems.

The business depression resulted from avarice as much as from poor business planning, according to Mr. Russell. "The attitude of our acquisitive society must change rapidly if our individualistic type of society is to survive. Society can no longer be sacrificed for individual gain or it will be consumed by its own greed. To teach the youth that business exists for mankind, not mankind for business, is to impart a valuable lesson during the years of character formation."

Admitting that the business graph was a prosaic thing ordinarily, Mr. Russell held that under the skill of an able teacher, it may become as electrified as a live wire.

**THE SIGNIFICANCE OF THE GOLD STANDARD—***Leo Drew O'Neil, Boston University, Boston, Massachusetts.* The greatest advantage of the gold standard in the opinion of Dr. O'Neil is "the ability of gold to keep the nations and the banks within the bounds in their financing. Its greatest disadvantage is the lack of adjustment of the supply of gold to the need for it. This may be remedied in the future by loans of gold by those nations which have it to those which do not have it. Some universal payment is absolutely necessary, and gold is the only one available today."



THE PURCHASING POWER OF MONEY—*Lewis H. De Baun, Pace Institute, New York.* The speaker prefaced his discussion by a short talk on methods of teaching the subject.

Like Dr. O'Neil, he showed how a knowledge of business is essential to an understanding of the purchasing power of money. He used many practical illustrations.

## Central Commercial Teachers' Association

*Meets in Cedar Rapids, May 5-7*

ONE hundred strong, with a program well diversified, the Central Commercial Teachers' Association met for the twenty-seventh time, Cedar Rapids being the favored city. Distance or conditions resulting from our national business recess seemed to offer no serious barrier, for schools remote from the center of activity had no mean representation. As a few were boasting about their mileage record, a "carload" of Fargonians rolled up before headquarters hotel, traversing some seven hundred odd miles to benefit by and contribute to the three-day program.

To summarize (the presses are waiting!), the program was carried out under three general headings—Private School Managers' Session, General Meetings, and Round Table sessions. The stenotype section met jointly with the Business Round Table.

### *Private Schools Managers' Session*

With Mr. Bruce Gates, Waterloo, presiding, the following topics were discussed: WHAT MY EXPERIENCES THE PAST YEAR HAVE TAUGHT ME; ADVERTISING POLICIES THAT SELL AND AT THE SAME TIME BUILD GOOD WILL; WHAT IS BEING DONE IN OUR SCHOOLS TO INSURE OUR GRADUATES PROMOTION ON THE JOB. In discussing SCHOOL MANAGERS AS SALESMEN, Mr. T. E. Musselman, Gem City Business College, Quincy, Illinois, illuminated the basic truths which characterize the operations of the first-class commercial school.

### *General Sessions*

Following an expression of welcome from the civic interests of the city, the general session was opened by a very interesting discourse, the speaker being Mr. Arthur Deamer, superintendent of Cedar Rapids schools. His subject was WHAT PRESENT CONDITIONS ARE GOING TO MEAN TO EDUCATION IN GENERAL. Devoting attention once more to the field of the private commercial school, Mr. Paul Moser, Chicago, presented his views on WHAT PRICE THE PRIVATE BUSINESS SCHOOL?

Mr. C. J. Harvey, president of the association, pleaded for a safe and sane attitude toward conditions of the times, allowing only the best

in what is conservative and aggressive policies to determine our rule of conduct in promoting business education.

Guest speakers were the Honorable Wm. E. Wenner, superintendent of the Harbor Special Schools, Ashtabula, Ohio, also state senator to the Ohio Legislature; and Dr. Edward A. Steiner, Grinnell College student, philosopher, and lecturer of national prominence. In a most informative address, Mr. Werner asserted that breadth of understanding and sympathies are necessary to restoration of normal conditions. It is no longer the diversity of interests within a nation that must be blended for the general good, but the interests of what is rightly termed the world community. Progress in this broader realm will tend to dissolve the ills with which our national community is afflicted.

A NEW MIND FOR A NEW WORLD was the thought challenge presented by Dr. Steiner, who said in part:

"Man's mind from the earliest records known has invented tools largely for constructive purposes, yet tools of warfare and destruction have resulted. In the heart of man today is written the word *vengeance*. Prejudice makes friendly relationships impossible. There is little, if any, intelligence found when prejudices control. Thus it is that education of the mind and heart must constantly strive to preserve and promote the things that are vital to an enduring civilization."

Taking the audience as a shorthand class in action, Miss Goldena Fisher, special instructor, Gregg College Summer School for Teachers, discussed the BASIC FACTORS IN EFFECTIVE TEACHING. To overcome hazards and to bring the student of shorthand to the plane of self-motivation, Miss Fisher spoke of the three S's in shorthand instruction:

Speed in Writing  
Skill in Reading  
Sense in Transcription

### *Shorthand Round Table*

*Chairman, Francis Dodge, Clinton, Iowa*

EFFICIENT TRANSCRIPTION: ITS RELATION TO A HIGHLY COMPETITIVE MARKET, developed by Mrs. Ramona Foster, Des Moines; INSTRUCTION IN TYPE

(Continued on page 472)



# DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

This material is counted at a uniform syllable intensity of 1.40.  
Each section of 20 "words" actually consists of 28 syllables.

## *Staying the Hand of Time*

By Milton Wright

From "Scientific American," August, 1931

Thirty-six hundred years ago the Emperor Thothmes III, to perpetuate his glory, set up two tall shafts<sup>20</sup> of stone in front of the Temple of the Sun at Heliopolis, carving into the face of them such remarks<sup>40</sup> about himself as these:

"Thothmes III, gracious god, lord of the two countries, giving eternal life, the powerful and<sup>60</sup> glorious bull in Thebes, the Sun's offspring, Thothmes III."

For more than a thousand years those obelisks stood there. Then came<sup>80</sup> the invader, Cambyses, the Persian. He overthrew the carved shafts and plundered the temples. Five hundred years those<sup>100</sup> pillars lay in the sand, partially buried. The desert sand blew against them, cutting away the rock. Moisture from<sup>120</sup> the soil formed crystals of salt in the pores of the stone and forced off particles, impairing the<sup>140</sup> legibility of the hieroglyphics.

Five centuries more passed, and again came the invaders, this time the Romans.<sup>160</sup> Here were real trophies, relics of antiquity, so the masters of the world transported the obelisks to the<sup>180</sup> Harbor of Alexandria, to celebrate their conquest of Egypt. There they remained for 2,000 years more.<sup>200</sup>

In 1869, Khedive Ishmail of Egypt offered one of the obelisks to the American<sup>220</sup> Consul, who, in turn, presented it to the City of New York. It was brought to New York and set up in Central<sup>240</sup> Park in 1881. "Cleopatra's Needle" should stand here for ages as it had done across<sup>260</sup> the sea.

But America is not Egypt. There is moisture in the air here that eats its way into any stone<sup>280</sup> and wears it away. Within two years after its erection pieces of rock began to fall from the obelisk.<sup>300</sup> In two more years, a thorough examination showed, there were a great many shells or flakes of large size, besides a<sup>320</sup> multitude of little ones. One flake measured 12 by 18 inches, with a thickness of four inches at the base.<sup>340</sup>

Something had to be done, and done quickly, or there soon would be nothing left of Thothmes' autobiography. All<sup>360</sup> these flakes were mapped and numbered, and then a solid body of hot, melted paraffin wax was applied

to fill all<sup>380</sup> voids and prevent any accidental movement.

A few months ago the obelisk was examined carefully<sup>400</sup> by experts. After 45 years no indication could be found of any additional crack or flake or<sup>420</sup> of the enlarging of an existing one. The preservative had stopped completely the rapid disintegration<sup>440</sup> of the oldest monument in America. The hand of time had been stayed. (454)

## *Curious Clippings*

A small white-haired terrier demonstrated to spectators on the platform of the Far Rockaway station of<sup>20</sup> the Long Island Railroad that he possessed at least three lives after as many encounters with the electricity<sup>40</sup> charged third rail.

After gamboling in the damp grass in the train yard and thoroughly wetting his bristly fur, the<sup>60</sup> dog attempted to crawl on the third rail. At the contact he yelped, turned a half-somersault, rolled over and then rashly<sup>80</sup> charged again at the third rail.

About six men leaped from the platform to rescue the dog, but before they arrived<sup>100</sup> the terrier had put his moist nose against the rail. Again he yelped, performed acrobatic gyrations and landed<sup>120</sup> on his feet in a daze.

Disregarding the beckoning fingers and cries of his would-be rescuers, the dog<sup>140</sup> ran about fifty feet and then for a third time charged the rail. Again he received an electric shock, with the<sup>160</sup> previous results.

The dog had finally learned his lesson, though. Thoroughly cowed and with his tail between his legs, he<sup>180</sup> ran from the rail as fast as he could go and was last seen disappearing in the direction of Inwood. (219)

## *Two Stories from Real Life*

From "Your Job"

By Harold Whitehead, of Boston University

Self-confidence is an asset. Conceit is a liability. No man is smart enough to learn in a week<sup>20</sup> what it has taken others years to learn. Most men who have reached the top have climbed there. Don't be afraid to climb; and be<sup>40</sup> patient while you are ambitious.

I know a case of a young man who really had plenty of good stuff in him,<sup>60</sup> but he was in too much of a hurry.

He was a graduate from one of the famous

universities of<sup>80</sup> the country. He graduated "cum laude" and majored in political economy. He had "made" the football<sup>100</sup> team for two years and was a "star" in the dramatic club.

With such a successful college career he felt that<sup>120</sup> his advent into the business world was an Event.

It caused him some slight trouble to decide which business house to<sup>140</sup> favor with his presence. Of course, he was quite sure of success wherever he went, but he had to be sure that the<sup>160</sup> concern realized his worth and would give him the position and opportunity his proved ability deserved.<sup>180</sup>

Finally, he decided upon a large electrical equipment house. Electricity was, he knew,<sup>200</sup> the future motive force of the world, hence electrical articles were to be ever in demand. So he called<sup>220</sup> on the house and made himself known to the manager.

Now the manager was one of those quiet, far-seeing, kindly<sup>240</sup> executives—one of these men whom everybody liked because he never lost his temper, was always<sup>260</sup> considerate of others and got results without a lot of fuss and clamor.

When he saw our young college friend<sup>280</sup> he recognized that he had ability and energy and ambition. He looked at that young man as he would<sup>300</sup> be in ten years' time and not as he was now.

Therefore, instead of giving him a snub (which, no doubt, would have been good<sup>320</sup> for his soul) he said, "Why, yes, I think we can use you. I suppose you are ready to start at the bottom?"

To this<sup>340</sup> the young man objected, "No, sir, with my education I could hardly expect to begin where fellows who perhaps<sup>360</sup> never finished high school begin. With my broad knowledge I should start near the top."

The manager was silent for<sup>380</sup> a moment as he looked with grave, grey eyes at the graduate. "Where would you like to begin? What would you like to do?"<sup>400</sup>

After more discussion the young man decided that the management of the claim department would be a good job<sup>420</sup> for him because "I'm very tactful and my training in law helps me to see both sides of a case."

With a queer smile<sup>440</sup> which the youngster could not then understand the manager agreed to hire him as manager of the claim department<sup>460</sup> at a salary of forty dollars a week!

Confidently, the young man took charge. With an air of importance<sup>480</sup> he took his place at his desk and began to study the firm's catalogue.

The next day a batch of complaints was<sup>500</sup> placed on his desk for adjustment. He read the first one—a complaint about some electric toasters being a<sup>520</sup> different pattern to that ordered.

"Let me see the original order," he asked of his secretary.

"Wouldn't<sup>540</sup> you prefer the typed shipping copy?" she asked.

He gazed coldly at her and replied: "No, the original, please."

She<sup>560</sup> brought it. It was written in pencil,

very much abbreviated and the toasters was one item out of a<sup>580</sup> score on the salesman's order. The word "toaster" was never mentioned.

After a puzzling half hour, he capitulated<sup>600</sup> and asked the girl to point out the toaster item.

She did. He then tried to find the number and illustration<sup>620</sup> in the catalog. He couldn't see it anywhere so again he called on the girl for help.

She explained that the<sup>640</sup> toaster in question was a special and not carried in the catalog.

"Why didn't you—" he began but stopped<sup>660</sup> short. He was manager and ought not to expect his assistants to know more than he knew.

So he started on a still<sup>680</sup> hunt to find what kind of a toaster should have gone and what went, but it took hours before it was settled—and it<sup>700</sup> developed afterwards that he settled it incorrectly.

For a week he struggled hopelessly with his task. Then he<sup>720</sup> admitted to himself that he couldn't make good. It took all his pluck to go to the manager and say, "I made<sup>740</sup> a fool mistake. Give me a chance to start in at the bottom."

"I will, with pleasure, for I'm sure you will be very<sup>760</sup> valuable to us some day," the manager smiled as he spoke.

"Thank you, sir, I'll do my best to learn how—to—fill<sup>780</sup> fountain pens if necessary." He paused a moment and went on: "What was your idea of letting me make such<sup>800</sup> an ass of myself?"

A grin came on the manager's face as he replied: "That was the only way I could convince<sup>820</sup> you that the place to start climbing was at the bottom."

\* \* \*

But when you climb, *climb!* Don't just jog. "Be good" is good advice, but<sup>840</sup> it is not the whole story. Opportunity likes to be pursued and taken. I know one case of a man who<sup>860</sup> was punctual, faithful, virtuous, but—well, here's his story:

A manager was wanted for one of a chain of<sup>880</sup> dry goods stores, and the big chief was going over the list of possibilities.

A young salesman from the store in<sup>900</sup> a neighboring town was under consideration. He showed a clear record for punctuality, and had worked<sup>920</sup> for several years for the company, and his sales record was normal.

"Can't seem to find much about this young Green,"<sup>940</sup> the big chief grumbled to himself, "yet all things being equal he is the logical man for a raise . . . Guess I will<sup>960</sup> send for him and size him up for myself."

Young Green was nervously elated at a call from headquarters. Perhaps<sup>980</sup> virtue was about to be rewarded!

In a more or less bewildered way he took the train to Centebury,<sup>1000</sup> and was soon seated in the comfortable office of the big chief.

"Well, Green," began the manager, "how are things<sup>1020</sup> at the store?"

"Nothing wrong at all, sir. I assure you."

"I hope that doesn't mean that there's so little doing that it<sup>1040</sup> can't be wrong. However, that isn't what I want to talk about."

"No, sir?"

"No—It's like this, Green. We are opening<sup>1080</sup> several new stores this coming spring and we are needing managers. Do you think you could qualify?"

"I don't know,<sup>1080</sup> sir, I'm sure. I think so—yes."

"What makes you think you could qualify?"

"Well, sir, I've never been late for five years."

"That I<sup>1100</sup> know. It's good work."

"And I don't smoke—and I never drink, sir."

"Well?"

"I never use profane language and I never go<sup>1120</sup> out gambling and such like."

"That's interesting, I'm sure," the manager commented dryly.

An embarrassing pause<sup>1140</sup> followed, which the manager ended by standing up and saying abruptly, "Well, Green, I'm glad to have seen you. Now<sup>1180</sup> go to the cashier and draw your expenses. Better take in a show before you go back—there's a good burlesque at<sup>1180</sup> the Gaiety."

"Thank you, sir, I never go to the burlesques."

"Well, good day," a brief hand shake and they parted.

\* \* \*

Green was<sup>1200</sup> mightily disappointed when his name was not included in the list of new managers.

"I can't see what I<sup>1220</sup> have done wrong, I'm sure," he fretted. "I'm sure I've always been most circumspect in my conduct."

If he had heard the big<sup>1240</sup> chief talk to the treasurer the day after Green's visit he would have known why his name was not on the list.

"What did<sup>1260</sup> you think of that chap, Green?"

"Green?" the treasurer looked puzzled, then he remembered. "Oh, yes, the chap you sent to me for<sup>1280</sup> expense money yesterday. I suppose he's all right, isn't he? I never heard anything against him."

"That's it,"<sup>1300</sup> the manager banged his desk in emphasis, "that's it exactly. There's nothing against him, but there's nothing for him.<sup>1350</sup> He's just chuck-full of negative virtues, so full of 'em that the positive ones are crowded out."

"He's never done<sup>1340</sup> anything wrong, but he's never done anything at all except follow instructions. He's a good assistant<sup>1380</sup> salesman, but that's all he ever will be. He lacks the punch. He's like many other fellows who think the possession of<sup>1380</sup> moral qualities is all that's needed for success."

"Jim," the big chief was warming up to his subject, "while I insist<sup>1400</sup> on a fellow having character, I am willing to forego some saintliness for aggressive do-ability." (1420)

## Some Drills on the Brief Forms

From "Dictation for Beginners"

By Edith V. Bisbee

UNIT EIGHTEEN—The newspaper tried to educate the public to regard the new park as an improvement, but most people failed<sup>20</sup> to agree.

It is a pleasure to report that our fall catalogue will be out very soon.

We have had no<sup>40</sup> occasion to ask him for a share of his advertising previous to this date.

We make it a rule to carry<sup>60</sup> full insurance on all merchandise in stock.

Please see if you can suggest any improvements in our way of keeping<sup>80</sup> records.

We enclose an envelope for your reply.

There is not a sufficient quantity of paper<sup>100</sup> like our envelopes to carry us through until November.

It was not difficult for him to discover how<sup>120</sup> much money we had. (124)

Long & Branch, Los Angeles, California.

Gentlemen: Please quote us rates for printing our catalog for this<sup>20</sup> season. The book will be the same size as our previous catalogs, but we wish a better quality of paper<sup>40</sup> than that used in former years. Yours very truly, (49)

The Oakland Herald, Oakland, California.

Gentlemen: When we have had sales on special lines of merchandise<sup>20</sup> on previous occasions, we have always advertised in your newspaper. We have determined that this year we<sup>40</sup> shall advertise only through our catalog. Sincerely yours, (51)

Mr. Henry Price, San Francisco, California.

Dear Mr. Price: I carry life insurance for<sup>20</sup> \$2,000. Can I borrow on this insurance a sum sufficient to enable me to complete my<sup>40</sup> education? I am not acquainted with any official at the bank, so I hesitate to ask them. Respectfully<sup>60</sup> yours, (61)

Gentlemen: There has been a delay in getting out your catalog because we have not received the advertising<sup>20</sup> copy. If you will send it, we can get the catalog out before the end of this month.

If there is any<sup>40</sup> further delay in sending us this copy, it will not be possible to print the catalog before June. Yours<sup>60</sup> very sincerely, (64)

## Denver the Beautiful

An Interesting Review for Vacation Practice

Denver the Beautiful is the dynamo of western civilization and the keynote to the entire scale<sup>20</sup> of life in the State of Colorado. As Paris is France, so Denver is Colorado.

Hardly any other<sup>40</sup> commonwealth and its capital are in such close relations unless they be Massachusetts and Boston.<sup>60</sup> Colorado is a second Italy rather than a Switzerland, as it has been called.

As the metropolis<sup>80</sup> of the great West between Chicago and the Pacific Coast, Denver has a continual procession of<sup>100</sup> visitors from all countries, who pause in their overland journey to enjoy the wonders of this state, with its rich and<sup>120</sup> varied resources. To find within the limits of one state the mining of nearly all the metals, agriculture,<sup>140</sup> horticulture, stock raising, manufacturing, and oil wells sounds like fiction, but this is literally true<sup>160</sup> of Colorado.

Denver is geographically the central city of the country and is equally<sup>180</sup> accessible from Boston, Massachusetts, or from San Francisco, California; from any point from the<sup>200</sup> State of Maine to the State of Washington; from New Orleans or from Montreal—in fact, from any of the leading<sup>220</sup> interior or seaport towns in the United States or Canada.

The architecture in Denver harmonizes<sup>240</sup> with the landscape. The houses are not palaces like those on Park Avenue and Riverside Drive, New York<sup>260</sup> City, or like those on Massachusetts Avenue and Connecticut Avenue, Washington, D. C.; but there<sup>280</sup> is hardly an individual residence that has not legitimate claim to beauty.

Some of the interesting<sup>300</sup> excursions from Denver are motor trips to Colorado Springs, Leadville, Pike's Peak, Rocky Mountain National<sup>320</sup> Park, and Mesa Verde.

Denver stands alone in a rich region, 1,000 miles from Chicago, 600<sup>340</sup> miles from Kansas City, and 400 miles from Salt Lake City.

Beautiful as it is in winter, Denver is<sup>360</sup> also essentially a summer city. There is not a night in summer when the wind, cool and refreshing, does<sup>380</sup> not blow from the great snow-clad encircling mountains. There is not a morning when the cool, crisp atmosphere does not send<sup>400</sup> the blood leaping through one's veins.

Denver has a large public library, which cost over a quarter of a million.<sup>420</sup> The Chamber of Commerce also maintains a free library of some twenty-five thousand volumes, which is open<sup>440</sup> every day of the year. The city appropriates \$6,000 a year for the expenses of this<sup>460</sup> institution.

Besides the splendid public school system there is the University of Denver and three<sup>480</sup> colleges. Within easy reach of the city are the University of Colorado, at Boulder; Colorado<sup>500</sup> State Teachers College, at Greeley; the Agricultural College, at Fort Collins; and the School of Mining,<sup>520</sup> at Golden.

In this atmosphere of opportunity and beauty there is, indeed, "room for the soul" and all that<sup>540</sup> the poet's phrase suggests. There is room for all noble and generous developments. There is room for the expansion<sup>560</sup> of the spirit to express itself in all the loveliness of life, in all the splendid energy of<sup>580</sup> achievement, and in all that makes for

the supreme aim of a nation—true civilization. Such, my friends, is Denver<sup>600</sup> the Beautiful. (603)

## Key to June's "Talent Teaser"

### *The Man with a Grouch*

Fault is about the only thing that can be found *where* it does not exist. The fault-finder looks through<sup>20</sup> blue spectacles. The defect is in his vision. Psychology has *pretty* thoroughly established the fact that ghosts are *creations* of<sup>40</sup> the subjective mind—and fault-finding is very much like ghost-seeing. You see blurs and blotches *which*, if properly<sup>60</sup> traced, will be found to begin and end their actual *existence* in your own eye or stomach or liver. There<sup>80</sup> is nothing else we can look for with so much certainty of *finding* it as fault and trouble.

If anticipation<sup>100</sup> *did not* go more than half way to meet troubles most of them would miss their way and never get<sup>120</sup> near you.

*They say* that one of the things you cannot make or *alter* is environment—that it is fixed,<sup>140</sup> inflexible, and that you are its slave. That is a pessimistic lie.

The *man* who thinks the world is full<sup>160</sup> of good people and kindly blessings is much richer than he who thinks to the contrary. *Each man* largely peoples<sup>180</sup> the world for himself. Some *men* live in a world peopled with princes of the royal blood; some in<sup>200</sup> a world of *paupers* and privation. You have your choice.

To our moods the world is a looking-glass. It smiles<sup>220</sup> back at us if we smile; if we frown it frowns. (231)—*San Jose "Mercury-Herald"*

## A 1932 Creed for Americans

*Reprinted from The Sun Dial, in the "New York Sun" of January 4, 1932*

I believe in the United States.

I believe that, although the old car is shaky, the tires pretty flat, the spark plugs gummed up, the headlights out of order,<sup>20</sup> the brakes busted, and the tank almost out of gas, Uncle Sam will trade it in for a good car sooner than most<sup>40</sup> people expect.

I believe it impossible for the average man to have his feet as cold as they seem to<sup>60</sup> be from his conversation.

I believe no headache is permanent.

I believe in the resources of the<sup>80</sup> United States, the intelligence of the people, the faith of the common man in its institutions, the courage<sup>100</sup> of its citizens and the ability of our industrial, political, and social leaders when not<sup>120</sup> on a diet of tripe, lotus leaves, boloney, and banana oil.

I believe that the present crisis, serious<sup>140</sup> as it may be, is not to be compared with those endured by our forefathers with high courage; and that a little<sup>160</sup> reflection on their fortitude will make the "depression victim" of today ashamed of himself.



I believe that<sup>180</sup> the brightest feature of the outlook is the rapidly mounting evidence that the American public is<sup>200</sup> definitely abandoning the notion that the chief ingredients of prosperity are a silk hat, a<sup>220</sup> magic wand, a caliph, and a book on legerdemain.

I believe an encouraging sign for 1932<sup>240</sup> is that Mr. Gus Citizen has about abandoned the idea that the return of prosperity<sup>260</sup> can be accomplished through smoking-car discussions, locker-room platitudes, and an exchange of philosophies<sup>280</sup> by fat gentlemen in the easy chairs of our best clubs.

I believe that the main trouble with America has<sup>300</sup> been that it has been leading a life too conducive to hardening of the arteries and not sufficiently<sup>320</sup> conducive to hardening of the biceps.

I believe that seven out of ten modern-day Americans never<sup>340</sup> had as much as they now profess to have lost.

I believe it a highly encouraging sign that business men<sup>360</sup> have discarded the two-hours-for-lunch program, are now picking stenographers for ability rather than looks,<sup>380</sup> and are attending personally to some office details formerly left to some office idiot.

I<sup>400</sup> believe that the average man, having spent the last two years back-seat driving, is now determined to get out and help take<sup>420</sup> his turn at the wheel over the rough spots and poorly marked intersections.

I believe that the great majority<sup>440</sup> of Americans are finished with optimistic pap, nursery talk, and bedtime stories, and that they are now<sup>460</sup> facing the facts and ceasing to shudder at the mention of the word "work."

I believe 1932<sup>480</sup> will prove that the American citizen has not forgotten how to break a headlock, struggle out of a half-<sup>500</sup> nelson, swim upstream, hit from the shoulder and come up smiling after taking a few on the chin.

I believe that<sup>520</sup> during the new year people will devote much less time to placing the responsibility for the slump and much<sup>540</sup> more to pulling out of it.

I believe that the American people have learned to distinguish between leadership<sup>560</sup> and a mere ability to strut sitting down.

I believe that American business, large, small, and medium,<sup>580</sup> has definitely discovered it can't be operated with a putting iron in one hand and a cocktail<sup>600</sup> shaker in the other.

I believe in the common sense of the civilized world and that in the long run it will<sup>620</sup> triumph over loose thinking, goofy chatter, mental acrobatics, and the inclination to give the Fascist<sup>640</sup> salute to men with strong faces and weak backgrounds.

I believe 1931 was a nightmare, a scrambled<sup>660</sup> egg, and a great year for jitters, but that 1932 will see the total eclipse of whisper<sup>680</sup> addicts, shade pullers, irresponsible prophets, misfit leaders, professional ballyhoo artists, chart fanatics,<sup>700</sup> and stuffed shirts.

I believe that the patient will recover if the doctors don't return.

I believe that we will<sup>720</sup> shortly wonder who made all those shadows, where those creepy sounds came from and why we were so afraid of them.

I believe<sup>740</sup> that the philosophy that the two-car garage and outdoor swimming pool are the backbone of the American<sup>760</sup> home is definitely done for and that a rearrangement of standards and a revision of the list of<sup>780</sup> Things That Really Count is under way, and will be a great break for the country.

I believe that the era of<sup>800</sup> "Never give a sucker an even break" is over.

I believe America is through judging its leaders by<sup>820</sup> the size of their radiator ornaments, the amount of nickel on their sedans, their capacity for<sup>840</sup> caviar, and the looseness with which they allow their names to be used on boards of directors.

I believe that while the<sup>860</sup> average man is pretty economical just now, he can't stay in a mood which permits him to drive the car with<sup>880</sup> no spare tire and with the belt fan out of order.

I believe that the sheriff has seen his busiest days and will<sup>900</sup> presently have to have a side line again to make both ends meet.

I believe the worst is over, or nearly so,<sup>920</sup> and that it never was as bad as it was advertised. (930)

—H. I. Phillips.

## Key to April O. G. A. Test

You and I, and all bread-winners in this great battle of life, are fighting, and must always fight, together; soldiers,<sup>20</sup> comrades against a common enemy, for a common victory—success through skill.

This is the Business Age of<sup>40</sup> the world; the time when men and women, alike, must grapple life and master it, or be conquered by it.

Also, it<sup>60</sup> is the Age of Opportunity; when the trained and skillful can do almost whatever they will; when, without this<sup>80</sup> training, achievement is difficult and uncertain, to say the least.

Stick to the training; go on; grow on. To go<sup>100</sup> on is to grow on. To stand still is to perish. (109)—Will Allen Dromgoole—(Letters from Famous People.)

## Another Fuel and Oil Letter

From the Contest Budget of C. F. Sellwood

Eugene, Oregon

Universal Oil Company  
Sacramento, California

Gentlemen:

Our representative, Mr.<sup>20</sup> Billmire, who has just returned from your city, tells us that you might become interested in using our patented<sup>40</sup> Perfect-O-Metric Cups as a medium of selling grease to some of your larger accounts.

The cups are proving<sup>60</sup> very satisfactory due to various improvements we have made:

The complete adjustment is made through the<sup>80</sup> medium of the stem, eliminating the

changing of springs. However, we do have a very heavy and<sup>100</sup> light spring which can be changed where extreme cases are encountered. The design of this cup has now been made conical<sup>120</sup> at its base, reducing the possibility of residue being left from the use of a heavy grease, or<sup>140</sup> becoming caked.

Through the intake hole in the cup we have placed a hollow bronze shaft in such a manner that as grease<sup>160</sup> is applied, there will be a certain amount of oscillating motion, helping to clarify the cup<sup>180</sup> immediately after each filling.

We are expressing you a box of samples, and are sure you will find them most<sup>200</sup> acceptable. Please note that these cups are made of a metal which has twice the strength of tensile steel, making the stem very<sup>220</sup> strong, with practically no chance of breaking through vibration.

Literature and price list are enclosed, as you<sup>240</sup> requested of our Mr. Billmire.

Very truly yours, (250)

## How to Insure Legible Notes

### From "The Factors of Shorthand Speed"

By David Wolfe Brown, Late Official Reporter, U. S. House of Representatives

If the writer finds himself obliged to "wrestle" with his notes because the characters are badly formed, so that perhaps<sup>20</sup> several hours are required to decipher what he has taken down in the course of twenty or thirty minutes,<sup>40</sup> speed, if gained at all, is being gained at the expense of accuracy, and no real progress is being made.<sup>60</sup>

What the student should seek is not the faculty of deciphering with effort shorthand badly written but that<sup>80</sup> ease which comes from writing notes that can be read without difficulty because of their legibility—not because<sup>100</sup> the writer has habituated himself to reading with painful struggles his own misshapen shorthand forms,<sup>120</sup> unintelligible to everybody but himself.

There is one simple recipe for maintaining an<sup>140</sup> intrinsically legible style in spite of persistent speed practice, either upon speeches or from dictation;<sup>160</sup> let the student, without stopping his speed practice, devote some portion of every day to writing, with no<sup>180</sup> thought of speed, and not necessarily from the voice, a few pages of shorthand with all the symmetry and neatness<sup>200</sup> that he can command. This will insure him against the dangerous tendency of speed practice (an almost<sup>220</sup> unavertible danger if speed practice be exclusively pursued) to wear away habits of neat execution.<sup>240</sup>

The student should never forget that it is entirely practicable to carry into reporting work<sup>260</sup> a neat, symmetrical style of writing; and to do this should be one of the distinct objects of his ambition. (280)

[This article can be read by any student who has completed the first eight chapters of the Manual.]

## The brief forms conquered

We all agree that because of their importance the brief forms must be learned perfectly. Yes, but how? Phonograph records have always been the obvious solution, except for their cost. Gregg Recorded Dictation has overcome that objection by offering for 25c a very durable record which gives six minutes of continuous dictation if desired.

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## The GREGG PUBLISHING COMPANY

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*A Negligence Case—V*

(Concluded from the May issue)

A No.<sup>1200</sup>

Q This time you were going on the tracks?

A Yes.

Q And where were you on Third Avenue? Take a look<sup>1280</sup> at this diagram here, Plaintiff's Exhibit 2—there is Third Avenue (indicating). A Yes.Q Here<sup>1800</sup> are the car tracks. A Yes.

Q There is one elevated pillar (indicating).

A Yes.

Q This<sup>1820</sup> is the sidewalk (indicating).

A Yes.

Q This is the roadway between the elevated pillars and<sup>1340</sup> the car tracks and the sidewalk (indicating). A Yes.Q You point out here by making a cross where you hit<sup>1360</sup> him. This is the west side.Q This is the east, this is the north, this is the south—this is Third Avenue (indicating)?<sup>1880</sup> A Yes.

Q This is 15th Street (indicating). A Yes.

Q Now, can you tell me where you<sup>1400</sup> hit him on this diagram? A I hit him right here (indicating).

Q Make a cross.

(Witness marks on<sup>1420</sup> exhibit with cross.)

Q That is the place you say you hit him?

A Yes.

Q When was the first time you saw him<sup>1440</sup> before you hit him? A When I seen him?

Q Yes. A He was walking across the street.

Q Did you<sup>1400</sup> see him on the sidewalk before he got off the sidewalk? A I see him get off the sidewalk.Q Did you<sup>1480</sup> see him on the sidewalk?

You said yes, you saw him on the sidewalk.

A Yes, I was—

Q That is an answer.<sup>1500</sup> Will you point on this diagram where you were on Third Avenue and your truck when you first saw him on the sidewalk?<sup>1520</sup> A I saw him right here (indicating).

Q Where were you? A I was on the next corner.

Q Where<sup>1540</sup> were you? A Right here.

Q Make another. A Right over here (indicating).

Q Make a cross.

THE<sup>1560</sup> COURT: Don't make a cross.

Q Mark that first one 1, and mark the second cross 2.

(Witness marks as directed.)

Q<sup>1580</sup> Make another mark on this diagram where he was on the sidewalk when you wereover here (indicating). You<sup>1600</sup> say you saw him on the sidewalk. Make a mark where he was on the sidewalk. A He was on the sidewalk right here<sup>1620</sup> (indicating). (1623)*Short Stories in Shorthand**Answered at Last*

She (in poetical mood): What are the wild waves saying?

He: Sounds like "Splash."—*Panther* (14)*Presence of Mind*The teacher had been giving a lesson on the reindeer, when he noticed that one boy was paying little or no<sup>20</sup> attention. Turning to him suddenly, he asked: "What is the use of the reindeer?""It makes things grow," was the unexpected<sup>40</sup> reply.—*Portland Herald* (46)*Accuracy*

Gypsy: I'll tell your fortune, sir.

Walter: How much?

Gypsy: One dollar, sir.

Walter: Quite correct. How did you guess it?<sup>20</sup>—*Answers* (21)*Next Best Thing*

"Oh, John!" screamed the excited woman driver, "the car is running away!"

"Can you stop it?" asked the worried husband.<sup>20</sup>

"No."

"Well, then, see if you can't hit something cheap.—*Dartmouth Jack O'Lantern* (32)*Solid Bone*

Little Dorothy came running into the house crying bitterly.

"Mama," she sobbed, "Teddy broke my dolly!"

"How<sup>20</sup> did he do it?" inquired her mother."I hit him on the head with it."—*Royal Arcanum Bulletin* (38)*Duel of Generosity*Merchant: Look here, you've been owing me this bill for a year. I'll meet you half way. I'm ready to forget half what you<sup>20</sup> owe.Debtor: That's fine! I'll meet you. I'll forget the other half.—*Kennebec Journal* (34)

Education raises persons above their surroundings and makes them masters of themselves, rather than merely being creatures of circumstance. It is not enough merely to know how to get a living; it is necessary to know how to live.—*Calvin Coolidge*.

## What Shall be Done With That Fourth Semester?

(Continued from page 428)

new matter dictation I have a book that parallels the businesses treated in the text which the students are using. I am satisfied when my poorest pupil can read back at 80 words a minute. For practice in high-speed work, I take a simple letter which parallels the business the students are working with, and dictate it at a speed that all can take. The pupils begin transcribing at the same time, the first one through raises his hand and gets the time it took him to transcribe. He puts the time on the transcript. After all pupils are through, the letter is corrected. Pupils take it again in dictation and transcribe it again. This process continues until the slowest can take it at the rate of 100 words a minute and transcribe at a rate of 35 or more words a minute. All papers on this letter, correct as well as incorrect, are handed in at the end of the period.

### Transcription

For transcription I dictate at least one letter each day. In my opinion, the speed at which a transcript is typed and not the speed at which the letter is dictated should determine the worth of the transcript; conse-

quently I dictate my letters for transcription slowly enough for the slowest pupil in the class to get them. I allow time for silent study of the letter, for entering minor punctuation, and for looking up doubtful spellings in the dictionary, just as any stenographer would do in any first-class office. These letters are not tests of what a finished stenographer is expected to do, but are a part of the learning process toward that goal; so I cheerfully answer any question that does not come within the pupil's previous experience.

All the pupils begin to transcribe at the same time. As the pupil finishes his transcript, he enters his time at the top of the sheet, ascertains the speed, places his name after my initials in the lower left-hand corner of the letter, and proceeds with the secretarial assignments for the day. I get the transcripts back to the pupils before the next transcripts are made, so that errors may be noted. At stated periods all regular work is suspended and I dictate fifteen letters of from 50 to 200 words in length. These the class must transcribe in the time remaining of the double period, and each of the letters must be absolutely perfect for a passing grade.

## Wisconsin to New York

One of our Wisconsin teachers, a woman, is starting this week in a New York high school, at \$155 a month. We are filling these positions: head accounting teacher, \$3600; two assistant accounting teachers, \$2000 and \$2500; head secretarial department, \$2800; woman shorthand instructor, \$1500—all in A1 private commercial schools. This is written April 1. We have registered just 150 new teachers since January 1—most of them splendidly qualified. May we help you?

### THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. GAYLORD, Mgr.

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Larcom Ave., Beverly, Mass.



## Report of Canadian Conventions and Other Spring Meetings

(Continued from page 442)

Marshall is also an expert penman and an unusually successful teacher of handwriting.

C. I. Brown, one of the directors of the Association, and the manager of the Toronto office of the Gregg Publishing Company, was in charge of all the local arrangements. He and his efficient staff deserve unstinted praise for the successful manner in which the many details of the Conference program and entertainment were carried out.

### New Officers

PRESIDENT, *A. J. Park*, Park Business College, Hamilton, Ontario  
 VICE PRESIDENT, *E. J. McGirr*, Oshawa Collegiate Institute, Oshawa, Ontario  
 SECRETARY-TREASURER, *George W. Cunningham*, Dominion Business College, Toronto, Ontario  
 ASSISTANT SECRETARY, *Florence Lindsay*, The Gregg Publishing Company, Toronto, Ontario  
 EXECUTIVE COMMITTEE: *B. H. Hewitt*, Northern Vocational School, Toronto; *J. V. Mitchell*, Dominion Business College, Toronto; *C. I. Brown*, The Gregg Publishing Company, Toronto

## Commercial Section, Ontario Education Association

Toronto, Ontario, March 28-31, 1932

THE commercial section of the Ontario Education Association held its annual meeting at Toronto under the able direction of President L. White, of Central High School of Commerce, Toronto. President White and his Program Committee had arranged a series of addresses by leading commercial education specialists, among them Dr. Paul S. Lomax, Professor D. D. Lessenberry, Mrs. Sadie Krupp Newman, and William L. Moore. The theme of the program was THE SOLUTION OF OUR COMMERCIAL EDUCATION PROBLEMS by the Application of Modern Methods of Teaching. There was an excellent attendance both at the section program and at the luncheon, over 150 teachers having made reservations—the largest number the section has ever had present at its annual meeting. The program follows:

### Speakers

*William L. Moore*, Principal, John Hay High School, Cleveland, Ohio, THE UPGRADING TREND IN COMMERCIAL EDUCATION; *D. D. Lessenberry*, Head, Department of Commercial Education, University of Pittsburgh, Pittsburgh, Pennsylvania, PROBLEMS IN COMMERCIAL EDUCATION; *Dr. Paul S. Lomax*, Professor of Education, New York University, New York, CLOSE RELATIONSHIP BETWEEN BUSINESS AND

SCHOOLS; *D. D. Lessenberry*, MODERN METHODS OF TEACHING TYPEWRITING; *Mrs. Sadie Krupp Newman*, Director of Shorthand, Thomas Jefferson High School, New York, MODERN TREND IN TEACHING SHORTHAND; *William L. Moore*, JUNIOR BUSINESS TRAINING.

The next meeting will be held during Easter week, 1933, at Toronto, Ontario.

### New Officers

PRESIDENT, *T. W. Oates*, Principal, Westdale High School of Commerce, Hamilton  
 VICE PRESIDENT, *F. Patten*, Assistant Principal, Ottawa High School of Commerce, Ottawa  
 SECRETARY-TREASURER, *Benjamin H. Hewitt*, Northern Vocational School, Toronto  
 ADVISORY COMMITTEE, *Henry Toole*, Peterborough; *Alfred M. Laird*, Guelph; *C. M. Trace*, London; *Lillian File*, Sudbury; *Hazel Carley*, Windsor

## Indiana, Michigan, and New York Meetings

TEACHER TRAINING CONFERENCE,  
 Indiana State Teachers College, Terre Haute, Indiana, May 6-7, 1932.

### Speakers:

*Prof. Paul A. Carlson*, Director of Commercial Education, State Teachers College, Whitewater, Wisconsin—RECENT TRENDS IN COMMERCIAL EDUCATION; *L. Gilbert Duke*, Supervisor of Commercial Subjects, Public Schools, St. Louis, Missouri—SHAPING THE COMMERCIAL CURRICULUM TO MEET THE BUSINESS DEMANDS OF LIFE; *Irving R. Garbutt*, Director of Commercial Education, Public Schools, Cincinnati, Ohio—THE TEACHER AND HIS RESPONSIBILITY.

BUSINESS EDUCATION ASSOCIATION OF THE STATE OF NEW YORK,  
 Utica, New York, May 13-14, 1932.

### Speakers:

*Donald A. Laird*, Director of Psychology Laboratory, Colgate University, Hamilton, New York—THE NEW TRAINING FOR NEW LEADERSHIP; *Thomas G. O'Brien*, Drake Business School, Inc., New York City, led Round Table on HOW SHALL THE PRIVATE COMMERCIAL SCHOOL ADVERTISE? WHAT ARE YOU GOING TO DO TO MEET THE PLACEMENT PROBLEM? WHAT ARE YOU GOING TO DO ABOUT TUITION RATES—INCREASE OR DECREASE?; *Edwin R. Brown*, Elmira Business Institute, Inc., Elmira, led Round Table on PRICES OF ALL OTHER COMMODITIES HAVE COME DOWN, WHY NOT TEXTBOOKS? HOW CAN WE OVERCOME HIGH SCHOOL POST-GRADUATE TENDENCY? WHO IS OUR PROSPECTIVE STUDENT THIS YEAR? WHAT SHALL WE DO WITH THE UNPLACED GRADUATE?

### New Officers:

PRESIDENT: *Ernest W. Veigel*, Rochester Business Institute, Rochester  
 VICE PRESIDENT: *William S. Risinger*, Utica School of Business, Utica (Continued on page 472)

SECRETARY: *Irving E. Chase*, United States Secretarial School, New York City  
 TREASURER: *George L. Wolf*, Bird's Business Institute, New York City

COMMERCIAL CONFERENCE, MICHIGAN SCHOOLMASTERS' CLUB, Ann Arbor, Michigan, April 29, 1932. Chairman: J. M. Trytten, University of Michigan, Ann Arbor.

Music was furnished by the University High School Boys' Glee Club, Odina Olson, Director.

#### Speakers:

*Dr. L. J. O'Rourke*, Director of Research, United States Civil Service Commission, Washington, D. C.; *Arthur E. Johnson*, Personnel Department, Union Trust Co., Detroit; DISCUSSION on Organization to Secure Continuity of Program, led by B. S. Frost, High School of Commerce, Detroit.

The Conference voted that a committee of five be appointed by the chairman for a period of one year to consider and present at next year's meeting a plan of organization to secure continuity of program.

#### New Officers:

CHAIRMAN: *J. M. Trytten*, University of Michigan, Ann Arbor  
 VICE CHAIRMAN: *C. W. Kammerer*, Head of Commercial Department, Central High School, Detroit  
 SECRETARY: *Lottie M. Carson*, Ann Arbor High School, Ann Arbor

### Central Commercial Teachers' Meeting

(Concluded from page 462)

WRITING THAT REDUCES TO A MINIMUM THE NEED FOR REMEDIAL TEACHING, discussed by *Dr. E. G. Blackstone*, Iowa City; DEVELOPING SECRETARIAL TRAITS AND DUTIES, by *Mrs. W. R. Hamilton*, Mason City; SHORTHAND TEACHING: MECHANICS OR DYNAMICS, presented by *Goldena M. Fisher*, Chicago.

#### Business Round Table

*W. R. Hamilton*, Mason City, Chairman

THE ADVISABILITY OF A GENERAL COMMERCE COURSE IN WHICH NONE OF THE CONVENTIONAL BUSINESS SUBJECTS PREDOMINATE, *Henry J. Holm*, Chicago; ARE WE OFFERING TOO MUCH FORMAL BOOKKEEPING INSTRUCTION, *Lloyd V. Douglas*, Burlington.

### Cedar Rapids Justly Popular

The social features of the convention were of the usual CCTA excellence. Being the fifth occasion on which Cedar Rapids was host to this body, the local arrangements committee, headed by the much-loved *W. C. Henning*, of Cedar Rapids, knew the whims,

fancies, and appetites of the membership and rose to the demands perfectly. Under the leadership of President *Harvey* the twenty-seventh annual convention won new laurels for Cedar Rapids as a Convention city.

#### New Officers

Leap Year received due recognition when the convention, by popular vote, selected *Miss Charity Craig*, Gates College, Waterloo, as the new president. Other officers in the new cabinet are *O. M. Correll*, Minnesota School of Business, Minneapolis, *vice president*; *Mrs. W. R. Hamilton*, Mason City, *secretary*; and *Mrs. F. C. Davenport*, Des Moines, *treasurer*.

### London Ready for Congress

(Concluded from page 434)

held in Amsterdam, which was attended by 750 delegates from 38 nations. The significance of the congress is evidenced by the fact that business training has recently become one of the major educational responsibilities of the leading commercial and industrial nations. The new rôle of the business man in social and economic life and the increased importance of commerce in our national and international relations are giving an impetus to business education.

The list of official delegates includes the following professors and deans in the colleges of business administration: *Dr. Thomas H. Healy*, Georgetown University; *Dr. Harry T. Collings*, University of Pennsylvania; *Dr. Everett W. Lord*, Boston University; and *Dr. Henry B. Rathbone*, New York University. Other delegates are: *Dr. Harold Stonier*, national education director, American Institute of Banking; *Mr. W. H. Leffingwell*, president, National Office Management Association; *Dr. John A. Stevenson*, vice president, Penn Mutual Life Insurance Company; *Dr. Leverett S. Lyon*, director of educational activities, Brookings Institution; *Miss Imogene Pilcher*, Lincoln High School, Cleveland, Ohio; *Miss Eleanor Skimin*, Northern High School, Detroit, Michigan; *Dr. John R. Gregg*, president American Society for Commercial Education; and *Mr. W. L. Cooper*, Commercial Attaché, United States Embassy, London.

Some of the leading American universities have announced regular summer courses for teachers to be given by university instructors enroute to and from the congress and during a tour of seven European countries. The countries to be visited have arranged for their leading economists and business educators to deliver lectures to the American groups.

